

2006

# Bridging: Communication Facilitator Book Milestones 1-10

Center for International Education School of Education University of Massachusetts, Amherst

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FROM THE AMERICAN PEOPLE

# LEARNING FOR LIFE

*DRAFT*

## Bridging Program



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### Communication Milestones 1-10

English

Facilitator Book

2006

REACH is a USAID-funded program implemented by Management Sciences for Health (MSH) under contract EEE-C-00-03-00015-00. Partners include The Academy for Educational Development (AED); Health and Development Services (HANDS); JHPIEGO; Technical Assistance, Inc. (TAI); and the University of Massachusetts/Amherst.

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# **Bridging Communications**

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## How To Use This Document

This document is for use by the Facilitators, those who will be guiding learners. It contains Milestones and Activities for one subject area.

### Curriculum Chart

The Curriculum Chart at the beginning of this book is a compiled list of the subject's milestones and activities. The chart provides an overview by giving the name of each milestone and the instructional activities contained within. Where available, the materials and time needed for each activity are also included, as well as the final milestone evaluation activities.

### Milestones (MS)

Following the Curriculum Chart are the milestones and their individual detailed instructional activities. Each milestone is numbered and stated clearly on the first page, with a brief Description of the Milestone and the Objectives of the Milestone. In some cases, milestones have been divided into sub-milestones, which are also listed at the beginning.

### Instructional Activities

The instructional activities for the milestone come next, progressing sequentially. Each activity has a title. The objective, duration and materials needed are also given. In some materials, some activities contain a specification for Repetitions. This is a recommendation for the number of times an activity should be repeated, providing for the need for additional practice.

The actual instructions for the activity follow, with the steps either numbered or written in narrative instructional form. When there is specific helpful information provided for the Facilitator, this is set off as a **Note**, or **Information**.

### Evaluation Activities

At the end of the instructional activities are a small set of evaluation activities which reflect the content of the milestone.

### Learner Books (LB)

For some milestones, there are supplemental materials in the form of Learner Books. These are workbooks that provide related practice and information for the learners. These are generally specified in the Materials list for the activities. These can be found in the Learner Book Files.

Learner Books are available for:

- Language Milestones 1-7
- Math Milestones 1-8

### **The Draft Nature of These Materials**

It is very important to note that these materials are DRAFT. There are numerous inconsistencies in the materials in terms of format, style, information provided, etc. It must be kept in mind that these materials have only been tested once, and need further revision.

## Curriculum Chart Bridging Communications

<b>MILESTONE 1: KNOWING EACH OTHER AND WORKING AS A GROUP</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>Foundations of Unity</b>	Spool of string or yarn, and scissors	45 min
2	<b>Creating Motivation</b>	pen and white paper	15 min
3	<b>Discussing Life's Problems</b>	Notebook, pen, chalk, board, flip chart and marker	45 min
4	<b>Playing With Pieces</b>	colored paper, scissors	
5	<b>Let's Build a House</b>	none	45 min
6	<b>Blindfolding</b>	Handkerchief	45 min
<b>EVALUATION ACTIVITIES</b>		<b>Materials</b>	
1	None		

## Curriculum Chart Bridging Communications

MILESTONE 2: LISTENING AND COMMUNICATION			
	Activity	Materials/Preparation	Time
1	Active Participation	None	45 min
2	Let Me Hear What You Heard	Flipchart	45 min
3	Active Listening and Comprehension	Story – <i>The Voice of Maryam's Heart</i>	45 min
4	Listen and Say	Story- <i>The Mouse Who Again Became a Mouse</i>	
5	Listen and Say (Ice-Breaker)	Songs	45 min
6	Agree, Disagree, No Idea	the cards on each of which “agree, disagree, no idea” is written	45 min
EVALUATION ACTIVITIES			
1	None		

## Curriculum Chart Bridging Communications

<b>MILESTONE 3: SPEAKING WITH SELF- CONFIDENCE</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>Telling a Story</b>	Story - <i>Abraham</i>	45 min
2	<b>Telling a Story</b>	Story – <i>The Two Wolves</i>	45 min
3	<b>The Story of an Early Marriage</b>	Stories	45 min
4	<b>A Story From Bamiyan</b>	Story	45 min
5	<b>Dialogue</b>	Dialogue - <i>Dialogue Between Abdul and Nasrat</i>	45 min
6	<b>Solving Water Problems</b>	a topic on water problem, pen and notebook, white paper	45 min
<b>EVALUATION ACTIVITIES</b>		<b>Materials</b>	
1	None		

## Curriculum Chart Bridging Communications

<b>MILESTONE 4: PROBLEM-SOLVING AND CRITICAL THINKING</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>See and Suggest</b>	papers on which different life situations are written by the facilitator	45 min
2	<b>Problem Solving and Critical Thinking</b>	None	45 min
3	<b>Wedding Troubles, Version 1</b>	None	45 min
4	<b>Wedding Troubles, Version 2</b>	None	45 min
5	<b>A Burnt Sown Field</b>	Story: <i>Where Are You, My Sun?</i>	45 min
6	<b>Problem-Solving and Critical Thinking</b>	Questions	45 min
7	<b>Problem-Solving and Critical Thinking</b>	Story	45 min
8	<b>Problem-Solving and Critical Thinking</b>	Story	45 min
<b>EVALUATION ACTIVITIES</b>		<b>Materials</b>	
1	None		

## Curriculum Chart Bridging Communications

<b>MILESTONE 5: INTERVIEWS</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>Open- and Close-Ended Questions</b>	story	45 min
2	<b>Interviewing and its Main Points</b>	Story	45 min
3	<b>Interview with Afghan Female Photographer</b>	A prepared interview	45 min
4	<b>Developing Clinical History</b>	separate papers	45 min
5	<b>Expressing Comments in Pairs</b>	Notebook and pen	45 min
6	<b>Role Play</b>	Note book and pen	45 min
7	<b>The Little Blind Girl</b>	Interview	45 min
8	<b>Unsaid Narrations</b>	notebook and pen	45 min
<b>EVALUATION ACTIVITIES</b>			
1	Facilitator divides the learners to into groups of three. One of the three people will play the role of a community health worker and the other two will ask her some questions, interviewing her regarding different diseases, duties and responsibilities of a health worker. The one who plays the role of a health worker will answer accordingly.		

## Curriculum Chart Bridging Communications

<b>MILESTONE 6: READING AND UNDERSTANDING BASIC INFORMATION PRESENTED IN A TABLE</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>Symbols, Analysis and Interpretation of Information</b>	pen and notebook	45 min
2	<b>Filling Out Forms</b>	Registration form for school	45 min
3	<b>Family Tree</b>	pen and notebook	45 min
4	<b>Map</b>	Afghanistan map	45 min
5	<b>Vaccination Table</b>	Vaccination table	45 min
6	<b>Children's Sound Upbringing</b>	table with the main topic <i>Children's Upbringing</i>	45 min
7	<b>Understanding Feelings about a Case of Illness</b>	Pen, notebook, black board and chalk	45 min
8	<b>Learning for Life Course</b>	Pen, notebook, board and chalk	45 min
9	<b>Height Graph</b>	Notebook, pen and measuring tape	45 min
<b>EVALUATION ACTIVITIES</b>			
1	Students ask other learners' heights and show them in a graph.		
2	The facilitator tells the learners to draw their family tree.		
3	The learners will draw the number of men, women, girls and boys of their village in a graph.		



## Curriculum Chart Bridging Communications

<b>MILESTONE 7: COLLECTING, COLLATING AND UNDERSTANDING DATA</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>Johari window</b>	markers, board	45 min
2	<b>Profession – Gathering Information</b>	board, chalk	2 hours
3	<b>River Rising</b>		45 min
4	<b>Crazy Weather</b>	Charts, different color pencils	45 min
5	<b>My House Every Day</b>	Charts, different color pencils	45 min
6	<b>Vaccinating Chickens</b>		45 min
7	<b>Survey Questions</b>		
<b>EVALUATION ACTIVITIES</b>			
1	Learners will describe the meanings of 4 different graphs (included in Facilitator Book)		

## Curriculum Chart Bridging Communications

<b>MILESTONE 8: OBSERVATION</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>Noticing Changes in Each Other</b>		45 min
2	<b>Pictures</b>	A picture of an accident	45 min
3	<b>Observing Things Which Are On Paper</b>	Flip chart and a variety of available objects	45 min
4	<b>Comparing and Differentiating</b>	Pictures from Fac. Book, pens and the learners' note books	45 min
5	<b>Look, Count and Write the Names</b>	Optical illusion pictures (in Fac. Book)	45 min
6	<b>Thorough Observation of Pictures</b>	Optical illusion pictures (in Fac. Book)	45 min
7	<b>Accurate Observation of Pictures</b>	Optical illusion pictures (in Fac. Book)	45 min
8	<b>Observation</b>	Optical illusion pictures (in Fac. Book)	15 min
9	<b>Reading the Story of Helen Keller</b>	Story	45 min
<b>EVALUATION ACTIVITIES</b>			
1	None		

## Curriculum Chart Bridging Communications

MILESTONE 9: FACILITATION AND MEDIATION			
	Activity	Materials/Preparation	Time
1	Listening Habits Exercise	papers to create the form, classroom board	45 min
2	Case Study – Haleema in Her Mother-in-Law’s House	Case of Haleema, board	45 min
3	Case Study – “Malalai and Shirin”	Board, story	45 min
4	Case Study - Illaha’s Fight For Her Future	Board, story: <i>We Still Have No Power Over Our Lives Here</i>	45 min
5	Case Study - Girl’s Life		60 min
EVALUATION ACTIVITIES			
1	None		

## Curriculum Chart Bridging Communications

<b>MILESTONE 10: MAKING PLANS FOR ACTIVITIES</b>			
	<b>Activity</b>	<b>Materials/Preparation</b>	<b>Time</b>
1	<b>One-Day Activity Plan</b>	Flipchart, marker	45 min
2	<b>Eid Plan</b>	Notebook, pen	45 min
3	<b>Five Year Plan</b>	Flipchart, marker	45 min
4	<b>Pregnant Women and Suitable Food</b>	Flipchart, marker	45 min
5	<b>A Pregnant Woman's Plans For Safe Delivery</b>	Flipchart, marker	45 min
6	<b>Monthly Income</b>	Notebook, pen	45 min
7	<b>Expenses According To the Budget</b>	Activity text	
8	<b>Practical Plan</b>	Notebook, pen	45 min
9	<b>Wedding Party I</b>	Flipchart, marker	45 min
10	<b>Wedding Party II</b>	Story	
<b>EVALUATION ACTIVITIES</b>			
1	If a woman is two months pregnant, what plans must she have for her delivery? The learners will write and read their plans individually.		
2	The learners will individually estimate their monthly expenses according to their monthly income.		
3	Each learner individually pretends she has a big wedding party, and they must tell how they will plan for it.		

## **MILESTONE 1: KNOWING EACH OTHER AND WORKING AS A GROUP**

### **Objectives:**

- The ability to courageously participate in group activities, such as discussions, role plays and practices.
- The ability to work as a member of a group or team.
- The ability to create the sense of confidence in the group

### **Description of the Milestone:**

This milestone mainly emphasizes building the capacity of learners to work in a group. The key objective of this milestone is to create a friendly environment in which the participants can feel comfortable and share their comments and experiences with each other. In addition, this milestone strongly emphasizes cooperation while working as group.

During this program, efforts will be made to help the learners to better understand each other and other people.

By using and applying the exercises of this unit, the learners will be able to identify the factors and concerns which create barriers for effective group work.

## Milestone 1

### Activity 1: Foundations of Unity

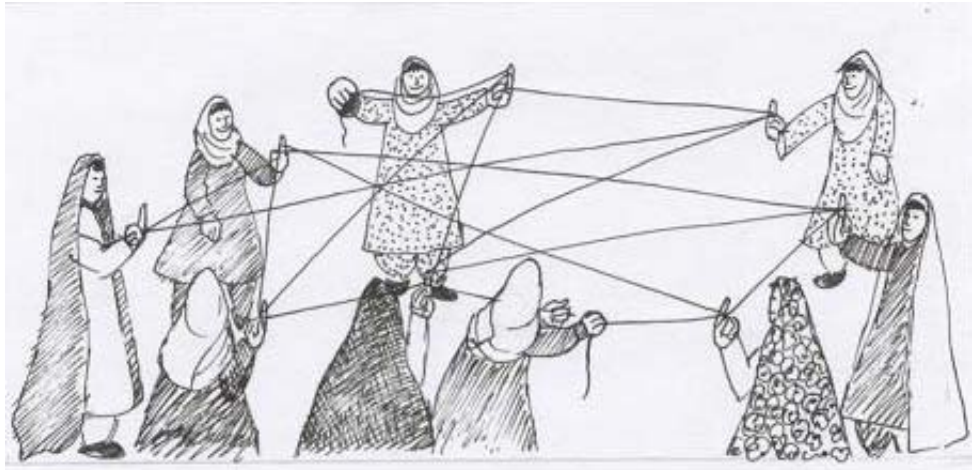
**Objective:** Today is the first day and the learners need to get to know each other and build relationships with one another, to pave the way for upcoming lessons and also to create a friendly atmosphere in the class; therefore, this activity is carried out to clearly define and understand the concept of unity.

**Materials:** Spool of string or yarn, and scissors

**Time:** 45 minutes

#### Activity

Organize all the learners in a circle. Take the spool of string and put the end of the thread around the finger of one of the learners and ask her to thoroughly introduce herself, and then throw the spool to another person while holding on to her end of the string.



The participants should continue this process of introducing themselves until all have fully introduced themselves and the thread has strongly linked all with one another and has formed a firm net among them.

At the end of this activity ask the following questions:

- What did you learn from this activity?
- What do these threads which have formed a net among you mean?
- What makes our relationship stronger?
- What makes these relations and strings get loose?
- Which form of the net do you like? Strong or weak? And why?

Collect the answers and comments from the learners. The facilitator will cut a part of the net and ask what happens:

- How are these relations severed?
- How can we reconnect these threads?

Collect the answers and comments from the learners. One may say that once the ties are severed, they will not be connected again. Take two threads and tie the threads together again and ask: How can we reconnect and knot the ties again?

After hearing the answers, the facilitator will summarize the topic and explain that when our ties are broken, it is possible to tie them again and solve the problem. The stronger and deeper our relationships are, the less will be the possibility of their severance. If relationships are loose and we are far from each other, we can connect our relationship and sort out our problems.

## Milestone 1

### Activity 2: Creating Motivation

**Objective:** The objective of this activity is to help learners to understand the concept of communications by following the instructions and assessing and comparing the differences in performing activities.

**Materials:** pen and white paper

**Time:** 15 minutes

#### Activity

The Facilitator will provide all the learners with a sheet of paper and ask them to take a pen. Once the learners are ready, the facilitator will tell them:

Now I will give you instructions and without asking me any questions follow all my instructions and avoid looking to each other's papers:

#### Start

1. Fold the paper in the middle
2. Draw two circles at both sides
3. Draw two rectangles at upper parts of each circle
4. Draw two triangles at lower part of each circle
5. Tear a fingernail-sized piece of paper from the upper part of the right side
6. Write your name in the lower part of the paper.

Now ask the learners to put down their pens and compare the papers with their partners. Then ask them the following question:

Q: What do you see?

Q: Why are your papers different from each other, while the same instructions were given to all?

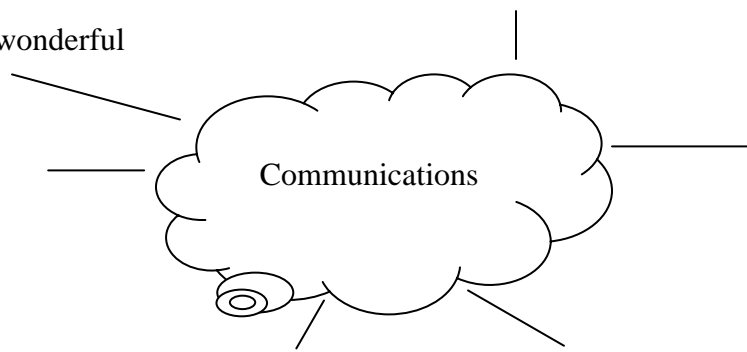
Listen to the answers from the learners and again ask them:

Q: What did you learn from this activity?

Q: What did you feel while doing the activity?

Write the answers of the learners around the communication circle as in the following figure:

I was feeling wonderful



To learn more

I felt that I have done the activity properly.



Now, what is communication? Ask the Learners to give their ideas of what communication means.

After hearing the answers, the facilitator will define the communication in the following way:

From this activity we learned that communication is a continuous and two-way process which is used to maintain and build relationships, and the reason that your papers differed from each other was that it was a one-way communication, because I told you at the beginning not to ask me anything.

Then ask the learners that; “How can we communicate with people?”

They may offer different answers. Mention and explain the following points if they didn't:

1. Through talking in person or on the phone
2. Writing a note or a letter
3. Role play
4. Through facial expressions
5. Writing a poem

Then explain to the women that sending or receiving a message from one person to another is called communication.

To define communication more clearly, draw the picture below and explain that the sender creates and sends the message and the receiver is the person who receives the message. And the message is subject to the information from the sender and the understanding of the receiver.

**Milestone 1****Activity 3: Discussing Life's Problems**

**Objectives:** Enabling women to express their feelings and share them with each other, talking, discussing, debating and freely sharing their life problems with each other and finding solutions for them

**Materials:** Notebook, pen, chalk, board, flip chart and marker

**Time:** 45 minutes

**Activity:**

Ask the following question from the learners of this milestone:

Q: What makes you happy now?

Q: What are you afraid of?

Q: What is one thing you would change if you were able to?

Then ask learners of this milestone to write their answers on a sheet of paper without discussing and consulting with other members of the group. Ask them not to write their names on their papers.

Following that, the learners should submit their answers to the facilitator. The facilitator then should read all the answers but no one should identify a paper as hers.

Using this method we can understand and see that many of the learners have the same problems.

Following that, the facilitator should divide the board or flip chart into three columns and write the questions in them and then write the answers from the Learners on the relevant columns:

What makes you happy?	What are you afraid of?	If you could, what would you change in your life?
To have : - House - Higher Educations - Sound and healthy children - Money - Peace and stability in Afghanistan - Prosperity and health for all	- Divisiveness - Sicknesses - Parent's weakness - Giving a daughter in marriage - Sudden accidents	If I could I would marry a husband of my own choice.  If I could, I would stop my husband from smoking hashish.

After hearing their answers, ask them: "Why should we want to talk with others while having a problem or trouble?" Write their comments on the flip chart. Learners can debate and discuss about it.

Q: Why do we share and discuss our secrets and problems with others?

A: To solve our problems and get good consultation or guidance.

- Compare our bad feelings with others
- To learn from the experiences of others and avoid making the same mistakes
- To feel more comfortable and happy
- To learn how to deal with problems and crisis.
- To be able to progress in life.

Following that, she should ask the learners that

Q: With whom we can share our secrets and what kinds of characteristics should she have? And why?

The facilitator would collect their comments and again would write on the flip chart or board:

We can share our secrets and problem with a person who has the following characteristics:

- Confident, Trustworthy
- Good listener
- Patient
- Good associate and consultant
- Has interest in our problems
- Understands our feelings
- Has enough time

At the end of this activity, the facilitator asks the learners about their comments on the objective of this activity and after hearing them, she can summarize the lesson as follows:

The objective of today's lesson was to explain that through discussion we can solve our problems. Sometimes we all have the same problem but we don't know it, and when we share and discuss our problems with each other we notice that we have the same problem. By sharing our experiences and knowledge we can find better solutions for our problems. In addition, sharing problems with each other helps us bring positive change in our lives.

## **Milestone 1**

### **Activity 4: Playing With Pieces**

**Objective:** To develop the ability to work in a group, considering themselves responsible group members and closely collaborating with each other.

**Materials:** colored paper, scissors

#### **Activity:**

Using scissors, the facilitator cuts two sheets of different color paper into various shapes.

She marks the pieces of paper by writing 1 on the pieces she has cut from the sheet one and 2 on the pieces she has cut from sheet two. If each sheet of paper is cut into five different pieces and if there are three groups of learners in the class, there will be 15 pieces of paper.

Then divide the learners into two-person groups, put the pieces of paper at their disposal and instruct them that they must put the pieces together to make the original rectangular shape of paper. However, all the pieces won't be in your hand.

While carrying out the activity, monitor the performance of the learners and see how they do it. At the beginning you will notice that everyone is trying to integrate the pieces individually, but they don't succeed. They then join and consult with their partners about how to form all these pieces into shape of a rectangular, but still they don't succeed. Then they join other groups in order to achieve their goal . Finally this time they can bring all the pieces into the shape of a rectangle.

At the end of this activity ask the learners that:

- What did you learn from this activity?
- What was the cause of your success?

After hearing the answers, the facilitator will say:

Confirming your comments, my conclusion from this lesson is that at the beginning you were carrying out the activity individually, but later on you started to work as a group. The objective of this activity was for you to work together to achieve your goal which was to bring all pieces together and solve the problem. The sense of cooperation was the only reason for your success.

## Milestone 1

### Activity 5: Let's Build a House

**Objective:** Strengthen the sense of self- confidence; working in a group; participating in role plays and practicing in class. It also aims to enable the learners to take part in a discussion, exchange their experiences and to trust and respect each other and their comments. It also intends to empower the learners to become self-confident; express themselves properly and to improve their communication skills.

**Time:** 45 minutes

#### Activity:

The facilitator will assign the learners to play the role of different family members:

Sharifa – plays the role of a mother

Karima – Plays the role of a father

Shakila – Plays the role of a grand mother

Fatima – Plays the role of an uncle, who is binge

Provide the learners with some information about their roles: They are all the members of a family and the father has bought a piece of land. Now it falls upon the family members to efficiently take part in the construction of your house and provide your father with some good ideas, so that you can have a nice house.



Mariam, who is a single daughter, says: “Yes, Father, the kitchen, besides being big, it should be inside the building and close to the dining room.”

The son says: “No Dad, the kitchen should outside and away from the building in the corner.”

The husband: “From all of these rooms, why you are only thinking about the kitchen?”

The mother: “Because I spend most of my time in the kitchen. We usually have guests and need to cook a lot, that is why I emphasize that the kitchen should be big enough.”

Mariam: “The reason that the kitchen should be close to the dining room is that if it is out of the building, while bringing the food inside the building could collect dust and microorganisms and thus cause different kinds of diseases. In addition, when it is winter the food will get cold very soon.”

Father: “Your mother and sister are right. What they said is based on logic and could content me, therefore while constructing the house, I would act upon their sayings regard the kitchen.”

The son: “Father, please build a separate room for me too and... “

The sister: “What for?”

The son: “I have grown up now. My classmates have their own rooms. I always see in the movies that the young boys and girls have a separate room.”

The father: “I’m going to test you and ask you about your school lesson. It is not good if you only think about movies and TV. You need to study and take care of your lessons too. I will note your point and try to make a better life for you.”

The single brother: “Dear brother I want a separate room and a bathroom, because Mother is also with me. In addition I can use them in the future too.”

The grand mother: “My dear son, your brother is right.”

The father (to elder brother): “Don’t speak imperiously. You are all members of the same family and should soulfully present your ideas and comments.”

At the end, the father is contented and says: “Ok, I noted all your comments and will observe all of them, so that we all can have a calm and comfortable life. Our house should be big enough so that the fresh air can easily come in. The well needs to be covered properly. There should be a big gate.”

At the end of this role play, the facilitator should ask the following question:

Q: What did you learn from this activity?

Q: Those who played a role, what did you feel?

Then she would listen to the answers and say: From this role play we learned how to express our thoughts and ideas, how to discuss in the form of two-way communication, and finally solve our problems.”

In some families, people do not express themselves; however we are members of a family, thus we should express our ideas and thoughts, even if they are so simple.

Ask some other questions as below:

Q: Does the same thing happen in your homes as you observed in the role play?

The facilitator listens to the answers.

Q: Can women own a house by their own name and build it according to their own choice and wish?

She again listens to the answers and says:

Pretend that you face with some troubles or unexpected situation; for example your relations with your husband are getting difficult, so would you feel safe and secure in your parent’s home or not? If you don’t feel safe and secure neither in your husband’s home nor in your parents, then what would you do and where would you go?

All will listen to the answers and comments and then facilitator would say:

The objective of today’s lesson was to prove that through discussion we can easily solve our problems. Sometimes we have the same problems but we don’t know that and when we share our problems, then we realize that we are experiencing the same problems, but through exchanging experiences, we will be able to find a better solution for our problems. We will also learn good things from others. In addition, this process will help us to decide and change for better.

## **Milestone 1**

### **Activity 6: Blindfolding**

**Objective:** This activity will enable the learners how to work in a group. The more they help each other, the more they would trust each other.

**Materials:** Handkerchief

**Time:** 45 min

#### **Activity:**

1. The facilitator will blindfold one of the learners and ask another one to hold her hand and walk her around the class for two minutes.
2. Next, let go of her hand and let her walk around the class for 4 minutes. Meanwhile the facilitator will instruct the learners who are observing the role play to clap if she is about to get into a difficult place like smashing into the wall or falling down. She will also tell the blindfolded learner that when your classmates are clapping it means that you are meeting a danger and should change your direction.
3. The facilitator will ask the second learner who is holding the hand of the first learner to guide her classmate verbally, such as, turn right, turn left, go straight, come back and etc.

Once the facilitator gives the instructions, the game starts. At the end of the game when the learner's eyes are opened, the facilitator will ask the following questions from her:

1. When your eyes were closed, how did you feel?
2. What did you feel while your eyes were closed and your friend was holding your hand?
3. What were you feeling when they let go of your hand and you were walking by yourself?
4. Were you feeling afraid or not?

After listening to the answers, the facilitator will ask the learners who were watching the game: "Did you want to keep silent and not help while your classmate was meeting or facing a danger? If your answer is yes, why? Or if your answer is no, why?"

Next, the facilitator will listen to all answers carefully and again ask that:

Q: What did you learn and understand from this activity?

The facilitator will write all the answers and comments and add her own words. At the end the facilitator will ask two more questions from the learners regarding their lives:

1. When have you felt blindfolded in life?
2. How do you feel when your eyes are open in life?

After listening to the answers, the facilitator will end the activity.



## **MILESTONE 2: LISTENING AND COMMUNICATION**

### **Objectives:**

- to be able to listen and answer questions
- to be able to listen to, understand and respect others

### **Description of the Milestone:**

This milestone also emphasizes the communication skills discussed in previous milestones. It enables the learners to be active listeners. The activities in this milestone uncover the mystery behind good listening and the use of gestures and facial expressions.

In this milestone, the learners will learn about how people feel when someone doesn't listen to them (for example, when they are mocked, threatened, ignored, or disturbed). The activities in this section will establish a link between the learners' requirements/needs and their feelings when they are not listened to, and their role as listeners when they serve as community midwives. By conducting this activity, the learners will be encouraged to listen to and analyze the issues, e.g., discrimination, which prevent people from understanding and behaving well with each other.

A meeting on health is held to determine some standards of the midwifery profession, such as respecting the patients, being nonjudgmental, observing the right to privacy, acting responsibly, etc.

## **Milestone 2**

### **Activity 1: Active Participation**

**Objective:** To encourage the learners to actively participate in the game and thus become self confident.

**Time:** 45 minutes

#### **Activity:**

All of the learners stand in a circle. They are instructed as follows:

The first person must ask the second person 1) “Where did you go?” 2) “What did you buy?” The second person must ask the third person, the third person must ask the fourth, and so on.

Pretend that the first person asked the question and the second person answers as follows: “I went to the bazaar and bought a fan.”

When she says she bought a fan, she should perform the act of fanning. This same question and the same answer (I went to the bazaar and bought a fan), must be repeated by all learners in the circle. We will see that everybody in the circle performs the act of fanning with one hand.

The same questions are asked in the second round, but the answers may be different, e.g., “I went to the bazaar and bought scissors” In this case, the learners must perform the act of fanning with one hand and the act of scissoring with the other. This process should continue up to the last person.

In the third round, the learner answers that he went to the bazaar and bought a bicycle. Now each person must perform the act of fanning with one hand, the act of scissoring with the other hand and the act of cycling with the legs. This game continues for several rounds.

**Note:** Use the above example or any interesting answer with which movements can be used. The game should be played quickly. At the end of the activity, ask the following questions:

**Question:** What did you learn from this activity?

Answer: We learned a lot from the answers and comments of the learners.

**Question:** What benefits does this activity have?

The facilitator listens to the comments and says, “This activity is an exciting group game that builds the learners’ self confidence so that they will depend on their own abilities.”

## **Milestone 2**

### **Activity 2: Let Me Hear What You Heard**

**Objective:** To improve listening ability and to enable the students to listen accurately and explain the story or the studied text to each other.

**Time:** 45 minutes

**Activity:**

Write a topic on the blackboard, e.g., how to protect our village from microbes. Ask a learner to say something about that topic using only one sentence. A fellow learner should repeat the sentence and add a sentence herself. The third person should repeat the sentences of both the other learners and make up a sentence of her own. And thus the fourth person must repeat all three sentences and say a sentence herself. The activity continues until each learner has uttered a sentence. At the end, the facilitator repeats all the sentences.

**Note:** You do not need to use the topic suggested above. Other topics can be used, such as:

- How can people prevent quarrels in the family?
- How can families bring up healthy, sound children?
- How can we protect ourselves from flies?

## **Milestone 2**

### **Activity 3: Active Listening and Comprehension**

**Objective:** To enable learners to actively listen to a story and answer questions about it. In addition, the learners should express the hidden concept in the story.

**Materials:** The story

**Time:** 45 minutes

#### **Activity:**

The facilitator reads the story with great feeling, or gives the story to one of the learners to read, then answers the questions.

#### ***The Voice from Maryam's Heart***

My name is Maryam. I lost my father when I was a child. I live with my uncle. Everyday after waking up early in the morning and offering my prayers, I fill the buckets and containers with water. Then I go to the house where I work as a servant. I work hard there and sweep all the rooms and the yard. When I am sent to the shop to buy vegetables and yogurt, I see girls of my age dressed with clean clothes and holding school bags going to school. I feel jealous and wish my father were alive and could provide me with a peaceful living and independent dwelling and thus I could go to school. I could play with those other girls during the breaks. When I see these girls going to school, my eyes fill with tears and I wish I could join them and speak with them and tell them about my life story and my dreams and aspirations. But just at that moment, I usually feel a slap on the back of my neck and I realize my mistress has again sent her son after me. He slaps and abuses me and says: "Why were you late? Do we hire you for playing or working? And ...." I come back home in a hurry and apologize and again begin to work. Finally, the Mistress fired me because I used to repeat this mistake because I had too many dreams and aspirations. Now I wonder what to do? Where to go? And whom should I share my problems and aspirations with?

At the end, the facilitator asks questions:

Did you hear the story? How well did you listen?

Divide the story into two parts:

- First, what does the story say? What is it about?
- And second, why does Maryam work?

After listening to the learners' comments and answers, the facilitator says: "Yes, if we listen to the story sensibly, it makes a great impression on us and thus we pay attention to

it and comprehend that. Thus, we acquire the ability to answer the questions about what we heard.

However, every story also has a second concept. Each layer of the story has a specific meaning. This story reflects on some social issues and has hidden concepts. The more carefully we listen, the more our listening skill will improve and thus we can comprehend the story's hidden concept."

## Milestone 2

### Activity 4: Listen and Say

**Materials:** The story or text

**Activity:**

The facilitator or one of the learners reads the following interesting story and asks the learners to carefully listen to the story and give some proverbs that relate to it. Then the learners must write the proverbs in their notebooks.

#### *The Mouse Who Again Became a Mouse*

Once upon a time there was a pious man. Once in a desert he was offering prayer and a mouse was leaping in front of him. This was distracting him. The pious man asked the mouse either to go on her way or sit quietly in one place.

The mouse began to speak and said: “I won’t disturb you provided that you ask God to transform me into a human.” The pious man agreed, and at the end of his prayer, he prayed for the mouse and asked God to grant his prayer.

All of a sudden, the mouse whirled around and was transformed into a beautiful young girl. The pious man, in front, and the girl behind, kept walking until they reached the pious man’s house. Immediately after arriving, the girl started sweeping and cleaning the room. While the pious man washed and made his ablutions, the girl lit the oven and started cooking a meal. It impressed the pious man so he adopted her as a daughter. They passed a long time together.

Then one day, the pious man realized that the girl had become an adult. He pondered that for hours. The girl noticed this and asked: “What is the matter, Father?” The pious man told her all he was thinking about and added: “Daughter, you have reached the age to get married. Now it is up to you. Who do you select?”

The girl says: “Father, if I must get married, arrange my marriage with the most powerful man of the world.” It was a big challenge for the pious man. The pious man thought all night and decided that there was no one more powerful than the sun. When it shines, all the world gets warm. Plants, inanimate objects, animals all are in need of sun. He went and knocked on the door of the sun and shared the situation. After hearing the case, the sun sighed and said, “Brother, I must give you true counsel. The cloud is more powerful than I. You might have seen that I can be overcast by a cloud, which darkens the world to my eyes. Go to the cloud.”

The pious man went to the cloud and said, “This girl wants to marry the most powerful man in the world. I went to the sun, but he sent me to you.”

The cloud got very sad and said, “Brother, your daughter is very beautiful young woman. What a pity that there is one who is more powerful than me, and that is the wind. You might have seen that when the wind blows, it scatters me into pieces. So go to the wind; he is more powerful than I am.”

The pious man went to the wind and shared the entire story. The wind sighed and said, “Brother, I would have felt proud if I married your daughter but to be honest, the mountain is stronger than I am. I have been blowing for years, but the mountain doesn’t move at all and always exists as an obstacle in my way. So go to the mountain because he is stronger than I am.”

The pious man took his cane and went to the mountain. He shared the entire story. The mountain got quiet for a few seconds and said, “Brother, a mouse is stronger than I am! With all the stiffness and resistance I have, a mouse can penetrate my heart. I have been trying for years to stop mice from digging inside me, but I can’t. So a mouse is stronger than I am. Go to a mouse if you are determined to fulfill the promise you made to your daughter.”

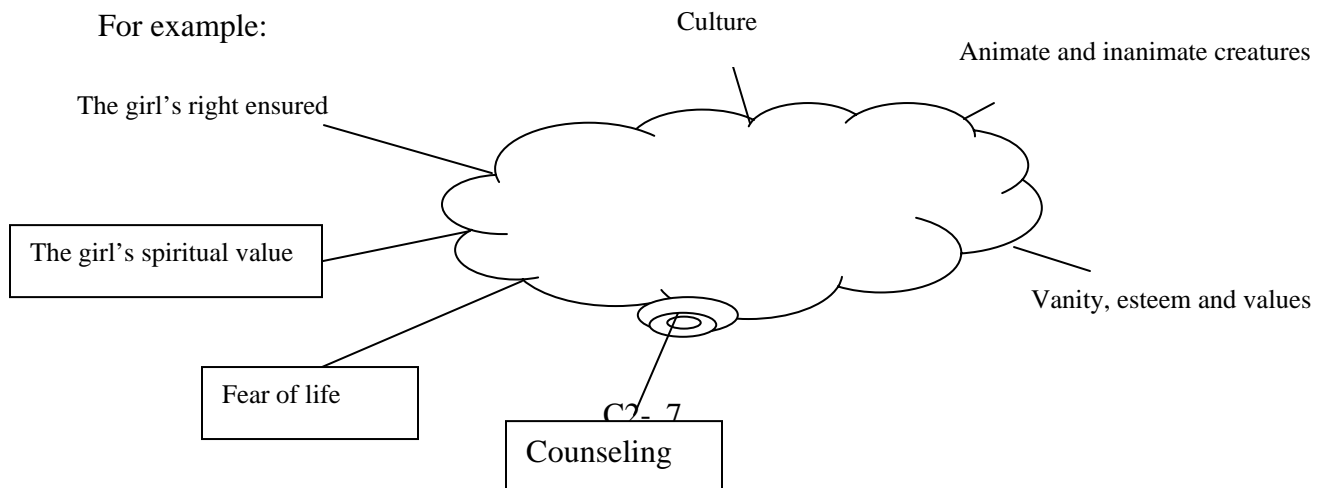
The poor pious man was very disappointed. That night, he arrived home tired and with blistered feet. He went to his daughter and told her the whole story and stared into her eyes, waiting to hear her answer on whom she would select. The girl began thinking. After considerable cogitation, she said: “My kind father! If there is no one stronger than a mouse in the earth, I want to be transformed back to my original form so I can marry that most powerful creature.”

The pious man thought and found no alternative but to accept the fact. He crossed his fingers and prayed. The girl whirled around and was transformed back into a mouse. She thanked the pious man repeatedly and joined the other mice.

Birds of a feather flock together.  
A crow knows the crow’s language.  
Canvas doesn’t join with silk.  
Everything is good in its place.

At the end, the facilitator asks, What did you learn from this story? (The facilitator should summarize and discuss all comments. )

For example:



**Activity 5: Listen and Say (Ice-Breaker)**

**Objective:** Careful and active listening

**Materials:** songs

**Time:** 45 minutes

**Activity:**

The following song is incomplete. Give it to a learner to read it and others listen to it. Then ask all learners to say a quatrain from their own and repeat this song. At the end, the learners ask each other the couplets interesting to them and write them down in their notebooks. They also say which song belongs to them and when and why have they composed or written it.

**(Masoom-e- selsela daar)**

I stand when I hear your voice

Masouma

I hear your voice

Masouma

I am regenerated like a flower blooms

Masouma



## **Milestone 2**

### **Activity 6: Agree, Disagree, No Idea**

**Objective:** To be able to listen and comprehend

The goal of this activity is to assist the learners not only in listening but also in comprehending some hidden concepts included in this activity.

**Materials:** the cards on each of which “agree, disagree, no idea” is written

**Time:** 45 minutes

#### **Activity:**

The facilitator posts the Agree, Disagree and No Idea cards in different parts of the room. Then she asks the learners to listen to the first sentence which is about backbiting. Those who agree go to the direction of “agree” and those who disagree go to direction of “disagree” and those who have no idea go to the direction of “no idea” and occupy their places.

The learners can change their opinions. By changing their idea, they change their places. For instance, after each of the following sentences is read by the facilitator, the learners take their places and say their comments:

- Backbiting or scandal is never good.
- Backbiting always hurt people.
- People backbite equally
- The men backbite as much as the women do
- The backbiters become addicted to listening to backbiting and want to increase that.
- The people backbite and listen to aspersions because they want to know what people say about them.

Then the facilitator comes in front of the board and, using those cards, asks the learners to write a scenario or a text about this dispute and what they learned during the day. The facilitator asks them to keep that with themselves for future.

What do you think were the main points of this activity?

What new things did you learn today?

#### *Reference:*

*Literacy program of the year 2000*

### **MILESTONE 3: SPEAKING WITH SELF- CONFIDENCE**

#### **Objectives:**

- Ability to tell a story, experience and/or a condition
- Ability to discuss and justify
- Ability to comment freely

#### **Description of the Milestone:**

The activities in this milestone upgrade the verbal skills of the participants. These activities enable them to speak freely and with self-confidence. Through discussions, the facilitator encourages the participants to reply to each other. This milestone is related to the last two milestones.

### Milestone 3

#### Activity 1: Telling a Story

**Objective:** To reinforce deep thinking. The goal of this activity is to assist the participants in getting the idea of the story and listing what other social concepts are hidden in the story. At the end of this activity, the participants will be able to explain the main idea or summary of the story in their own words.

**Materials:** The story

**Time:** 45 minutes

#### Activity

The facilitator tells the story of Abraham to participants and at the end asks them to discuss the story:

#### The story:

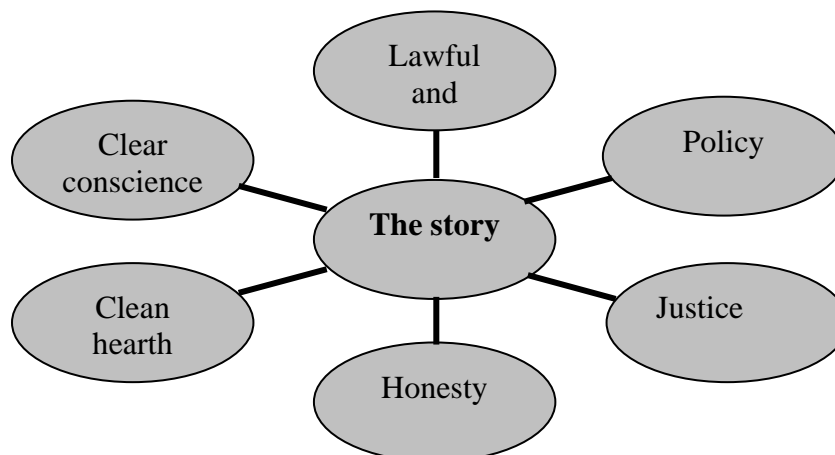
Abraham was the name of a crazy man in Baghdad. One day the caliph's secretary took him to a party. Abraham ate some rough bread. After some time, it was said that a three-gram ruby was lost. They checked people but couldn't find anything. They took Abraham and some other people to a cell on suspicion of theft, stating that they had swallowed the ruby. They were going to keep the people in the cell for three days, until they defecated. On day three, while the caliph was passing the cell, Abraham shouted to him and said, "O Caliph! I have been kept imprisoned for three days because of eating a grain loaf. What will happen to you for eating all kinds of foods?"

The facilitator asks:

What is the hidden concept of the stated sentence?

What other social issues are reflected in this story?

The participants may present their comments. The facilitator writes the issues on the board as follows:



Thus, the participants discuss each of the above issues and exchange their comments. For example, if it is going to be discussion on “justice”, the facilitator asks:

What is the situation in our country?

What will you do if the same situation exists in your village, e.g. injustice?

At the end, the facilitator summarizes “injustice” from an Islamic viewpoint, as follows:

Islam also emphasizes on justice. Truth/justice always takes its place. Those who do injustice will be duly punished. This point is mentioned in Holy Koran as well. Every action of human beings has a reaction.

As you all said, there is injustice in our country though Islam is a religion of justice and we all emphasize that. We must know, justice always dispels injustice and always takes its place. Finally, those who do injustice will be duly punished.

### Milestone 3

#### Activity 2: Telling a Story

**Objective:** The goal of this activity is to enable participants to analyze the story and reveal the main points of the story and discuss it.

**Materials:** the story

**Time:** 45 minutes

#### Activity:

The facilitator provides participants with the following story. The participants read it and answer the questions:

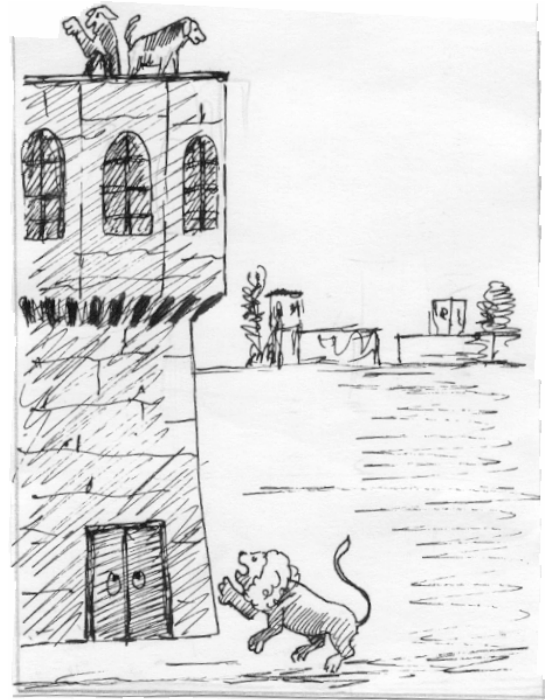
#### *The Story of Two Wolves*

Two wolves were friends. One time in the desert, they realized a lion was coming after them. They were very scared. One of them said, “We have to play some tricks to get rid of this lion.” The other wolf said, “A trick flashes through my mind which will be helpful in saving us from this danger.” The first one said, “Let’s see how you manage?”

At this point, the lion arrived and asked, “Where are you going?” the thoughtful wolf said, “We are two brothers. We have inherited some sheep from my father. My brother wants to divide them unfairly, therefore we have come to you to divide it equally between us and take the government part (tax).”

Lion said, “Where are the sheep?” The wolf replied, “They are in the nearest garden, grazing.” The lion and the wolves kept walking until they reached a garden. The wolf said, “Wait, I should go inside and bring the sheep.” He climbed the wall and jumped inside the garden.

After some time, the other wolf said, “My brother is taking a long time. Let me go and ask him why he makes you wait so long, and thus make him come with the sheep.” The lion let him go. The wolf climbed the wall and joined his brother. After a short time, both wolves climbed on the wall which was very high and said to lion: “We both arrived at an agreement so we don’t want to inconvenience you.” The lion said, “This is nonsense. I am the decision maker. You don’t know about that. These belongings (sheep) should be confiscated first, and then I could equally divide them between you. Your father also owed to the government. The government tax is a priority.”



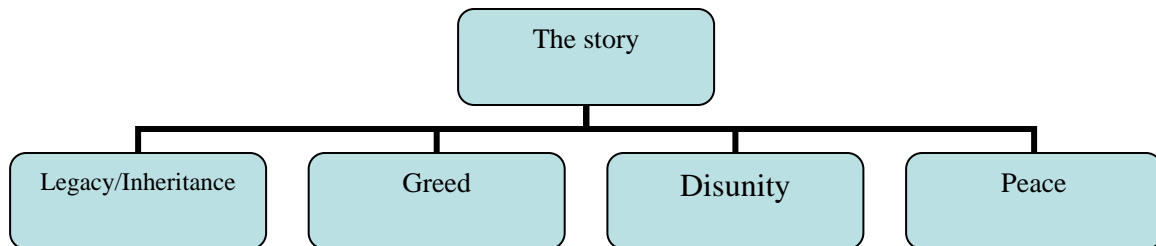
The wolves said, “All we said was to make you a fool. When we faced you, we planned this to get rid of you. There are no sheep. Our father had nothing and didn’t leave any legacy for us but he did tell us where to live and he was certain that the crown prince (the lion) would provide us with livelihood in requital of valuable services he had done for him.”

The lion realized that he had been deceived and cannot get to them and also that there was no legacy. “You are right. Your father was a nice man and responsible. You are illegitimate sons of your father. Unlike your father, you are meek and irresponsible. No work can be given to you, “ said the lion, and left.

At the end, the facilitator asks some questions and the participants discuss on them.

Question: What other social issues can be discussed in the story that you heard?

Then, the facilitator notes the participants’ answers as follows:



The participants may offer different answers. The facilitator says, “Yes, as you mentioned we can discuss the issues such as legacy, justice, peace, disunity, greed, trickery, working or savings for the future of offspring.”

For example, if the facilitator wants to discuss about legacy and inheritance, and its status in our culture and tradition in the country, the facilitator can ask, “What is the tradition for inheritance? Do parents give to girls as well as boys? If the parents have died, do the brothers give any inheritance to their sisters?”

The facilitator receives the comments and at the end summarizes that as follows: “Yes, Shari’a and Islam have given equal rights to women, one of which is inheritance. When girls finally marry, they receive one share from parent’s inheritance. Therefore, sisters receive one share and brothers receive two share.”

### **Milestone 3**

#### **Activity 3: The Story of an Early Marriage**

**Objective:** To enable participants to tell a story and discuss on it in groups. The participants find solutions for problems and respect each other's comments in the group work. At the end, they present the results of their work and gain self confidence.

**Materials:** Stories

**Time:** 45 minutes

#### **Activity:**

The facilitator asks the participants to read the life story of a young girl, written below, and answer to the questions listed at the bottom of the story. Then each participant tells her life story or that of their friends or anyone they know. Then they discuss it.

#### **The Story:**

A young girl who was a friend of mine got engaged with an old but unmarried man. The girl complained a lot, but nobody listened to her. In the early days after the engagement, her fiancé often came to meet her. However, his love gradually decreased. The girl was so clever, patient and intelligent. She always kept an eye on him.

One day, she found out that he had relations with a married woman. She had heard from her friends as well that they had often seen her fiancé with that woman going to restaurants and bazaar. The poor girl always thought about her future. One day, when she was going to school, she saw her fiancé at roadside laughing and talking with that woman. The girl went close to them and with much fear told the woman, "He is my fiancé. He will deceive you as he did me." The homely woman replied her with obscene words which made the girl too angry. She lost her control and slapped the woman hard. They started quarrelling.

The man intervened between them and said to the girl, "Don't worry, Cutie! I will marry both of you." The girl came home crying and shared the story with her family. The next day, the man came to the girl's house and told her: "You stupid and ill-mannered girl! Didn't you felt shame for what you did on the roadside? Your behavior disgraced me."

The crying girl shouted, "Go! Don't come to our house again. Leave me." The man laughed and said, "Don't be angry, my darling. The woman that you saw with me has four children. I love her very much. First, I marry her then I will come to you. Be careful, you belong to me now and you are part of my reputation. You can never escape my grasp. If you try to do so, it will cost your life. Understand? Be careful!"

After reading the story, the facilitator forms three groups of participants and provides each group with one of the following questions to answer. Allow 15 minutes for participants to complete the activity.

**Group 1:**

**Question:** Explain what the girl's life will be like if she marries a man with such characteristics?

**Group 2:**

**Question:** How will her future be if she sets the following conditions, and the man approves?

1. If you want me, sever relations with other women.
2. If I am going to be in your life, there should be no one else in my life.
3. If you don't respect me, I won't marry you.

At the end of group work, each group presents the results of their work and listens to the comments of other groups. At the end, the facilitator says: "The comments show that you have gained self-confidence and the ability to solve life problems."



### **Milestone 3**

#### **Activity 4: A Story From Bamiyan**

**Objective:** To enable participants to explain a case and discuss it

**Materials:** the story

**Time:** 45 minutes

#### **Activity:**

The facilitator forms three groups of participants and asks one of the participants to read aloud the following story. Then, the facilitator provides each group with one question already written on a separate piece of paper. After working and discussing the questions, each group presents their work.

**Group 1:** “Whatever others decide about our life we should accept and should not complain.” Write your reasons if you don’t agree.

**Group 2:** Has it ever happened in your village? (Give an example)

**Group 3:** What do you recommend or what are your comments for Fazila? Write them down.

#### ***Whatever Others Decide About Our Life, We Should Accept and Should Not Complain.***

The bad condition of women and permanent limitations in the country has afflicted Afghan women. The situation in rural areas is definitely more difficult than the situation in the cities. Here we have a real story from Bameyan province that proves our claim. Fazila is a 14 year old girl. Her family arranged her engagement with a boy who lived in their village. Fazila states the story in her own words as follows:

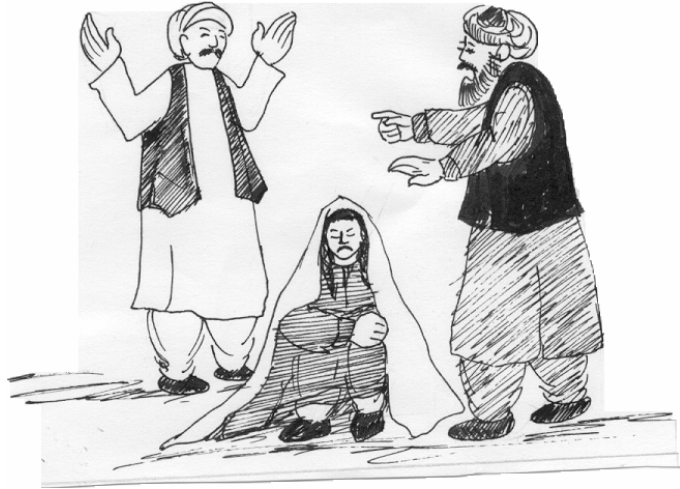
“When my father wanted to give me in marriage to him, he asked the groom’s family to give him a big amount of money as marriage portion, otherwise they won’t be able to hold the wedding party. The groom’s family could manage to provide only a small portion of that money and pledged to provide the remaining money later.

My fiancé often came to our house and asked me to get my father to arrange our marriage. I always chose to be silent because I couldn’t talk with my father about this issue. Our engagement last three years. During this period, several issues were raised that hurt me. My relatives spoke sarcastically that my fiancé didn’t accept me. One day, when all member of my family had gone to Kabul to attend a wedding party, my fiancé came to our house and begged me to satisfy my father. His words broke me in tears. He came close to me and started consoling me. I realized that his behavior was gradually changing. Yeah! He came close to me and did the act that should had not happen. After a few hours, he left our house.

Sometimes I felt a strange feeling but I never understood that I had become a mother. Not only I, but nobody else in my family knew about this. Months passed. After nine months my mother realized that my condition was not good. My mother asked me about that and I told her the whole story. She asked if my fiancé knew about that. I said, “No.”

My fiancé had traveled away from  
our village.

My mother took me to Kabul in secret to solve my problem. I gave birth to the child in Kabul. We left the baby with someone else and returned back to Bamiyan. My fiancé is now back from the trip. He doesn't know about my misfortune. He came to my father to make the wedding arrangement but my father, as before, asked for the remaining amount of money (marriage portion). I have chosen silence. I am afraid my fiancé won't believe that the child belongs to him. In this case I won't be able to marry another person as well.



This silence and meekness has caused my bad luck. We women do not have the authority to escape the grasp of misfortune and whatever others decide about us, we should accept that and not complain about it.

### Milestone 3

#### Activity 5: Dialogue

**Objective:** To enable participants to practice dialogue and offer answers to questions.

**Materials:** Dialogue

**Time:** 45 minutes

#### Activity:

The facilitator selects two participants to do the dialogue (a conversation between Abdul and Nasrat). Allow 15 minutes for participants to complete the activity. Then the facilitator asks the participants to list the work that Abdul's wife does.

**Question:** What do you think about the ideas expressed?

All participants discuss these two questions and present their comments. Then, the facilitator asks: "How will you act after having learned about all these issues?"

All the participants present their ideas and comments. The facilitator summarizes the comments on the board and reviews them.

#### *Dialogue Between Abdul and Nasrat*

One morning, Abdul went to his uncle's home to meet him. When he reached there, he found his uncle helping his wife in cleaning the house. Abdul could only meet his uncle on holidays because his uncle was a social worker.

Abdul: Hi, Good morning!

Nasrat: Good morning, Abdul. Pleased to meet you! Welcome to our house. What can I do for you?

Abdul: Thanks uncle, I came to talk with you and spend some time together.



Nasrat: Ok. Take a seat. What are you doing these days?

Abdul: I am working on a farm and sometimes I go to Kabul to sell things.

Nasrat: I haven't come to your house for a long time, how many children do you have?

Abdul: Sixteen, but only ten of them are alive.

Nasrat: Oh! Excuse me, what does your wife do?

Abdul: Nothing! My wife doesn't have job. She just takes care of the children at home.

Nasrat: Oh, how does she pass her day?

Abdul: She always wakes up 4 o'clock in the morning. As you know, our house is located away from the well. We have water problems. She has to wake up at 4 o'clock in the morning to bring water. It takes her 45 minutes to get water. As we are no source of energy, my wife has to go to the mountain to get firewood. As you know, it's very hard to collect wood from mountain. You can hardly find firewood there. We are a big family, and you know our city is very dusty and polluted. Therefore, our cloths get dirty very quickly, and she has to wash them. As we don't own enough fields, she works in others' gardens and collect berries. Then, she makes dries them. I take them to bazaar and sell them. She also cooks and cleans the house daily but this is not too much work. Moreover, she makes pieces of embroideries. Then I take them to Kabul for selling. The expatriates like them a lot. She also prepares lunch.

Nasrat: Interesting! So you eat lunch at home?

Abdul: No, I rarely come home for lunch. Often, I am in the farm and she brings me the lunch there.

Nasrat: What do you do when you come home?

Abdul: There is a place for relaxation outside our house. I pass a few hours there playing cards with friends. It is really very interesting.

Nasrat: What does your wife do at this time?

Abdul: She only prepares meal for the children.

Nasrat: When do you go to bed?

Abdul: As usual, I go to bed at 9 o'clock.

Nasrat: Good, how about your wife?

Abdul: She has to wash the dishes and prepare the children's bed. She always goes to bed at 12 at night.

Nasrat: Thanks for sharing all information. My wife has nothing to do.

Abdul: Really? She doesn't have anything to do?

### **Milestone 3**

#### **Activity 6: Solving Water Problems**

**Objective:** The goal of this activity is to enable participants to discuss problems and share their comments. And also it assists them in analyzing these comments and solving their problems.

**Materials:** a topic on water problem, pen and notebook, white paper

**Time:** 45 minutes

#### **Activity:**

The facilitator forms six groups of participants and puts a name on each group. Then she gives an assignment to each group:

*White Group:* This group is responsible for writing about the water problems in their village.

*Red Group:* The participants in this group are responsible for writing their feelings about the water problems that the White Group said.

*Black Group:* The participants in this group should write the negative aspects of the water problems.

*Yellow Group:* The participants in this group should write the positive aspects of the problem.

*Green Group:* The participants in this group should write their innovative comments and ideas.

*Blue Group:* The participants in this group should take all the information and list solutions for the problems.

The facilitator should allow ten minutes for each group to do their assignments. It means when the White Group finishes their assignments, they should submit it to the Red Group. The Red Group works on that for ten minutes and submits it to the Black Group-. This activity continues until the last group finishes its assignment.

After organizing the groups, the facilitator reads aloud the topic and the comments/instructions of groups.

Since the activity is sequential and the groups' assignments depend on each other, it will take some time. Therefore the facilitator can assign the first three groups (e.g. the White, Red and Black Groups) to do their assignments on day one, and the next three groups (e.g. the Yellow, Green and Blue Groups) on day two.

### *The Water Problem*

#### 1- White Group

When the participants in this group get the main idea of the story, they write about the problems that the village suffers because of lack of water.

For example:

Why is clean water necessary?

Why does water spoil?

Why is unsafe water harmful? Etc.

After collecting the comments of the participants, this group submits its work to the Red Group.



#### 2- Red Group

This group studies all the information obtained from the White Group and writes their feelings and reactions about it. They must also know why some people don't agree with their comments. Then, they should submit all the information to the Black Group.

#### 3- Black Group

This group lists negative points/ideas and may write:

- There is no solution for this problem.
- It is as such...
- What should we do then?
- We should admit it.
- It should be as such, etc.

After this group also writes their comments, they give them to Yellow Group.

#### 4- Yellow Group

The Yellow Group discusses the information received from the Black Group. This group acts differently from the black group. The comments of this group are positive. They emphasize fighting against problems.

For example, they may write:

- We have to boil the water
- We have to find solutions
- There is no problem that can't be solved... etc.

At the end, this group also gives its written information to the Green Group.

### 5- Green Group

This group reads all the information and rehashes the White Group's argument. They try to find solutions.

This group shows creativity and finds solutions for the problems, like:

- We have to dig a well.
- We have to store water.
- We have to set time for using water.
- We have to take turns

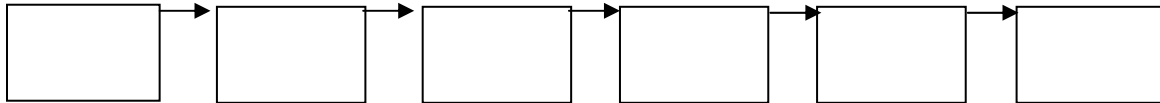
At the end, they submit all the information to the executive group (Blue Group).

### 6-Blue Group

This group puts into practice all the comments listed by White Group. This group leads people and when they face any problem they refer to the comments of Green Group. The group lists the practical activities.:

- -
- -
- -
- -

They refer all the issues/problems to this group. The group takes action in solving them.



White Group

Red Group

Black Group

Yellow Group

Green Group

Blue Group

## **MILESTONE 4: PROBLEM-SOLVING AND CRITICAL THINKING**

### **Objectives:**

- The ability to analyze and evaluate the social facts of women and their social environment.
- The ability to reorganize a specific condition, Identify and suggest proper solutions.

### **Description of the Milestone:**

In this milestone, the learners will become familiar with their lives, environment and the women with whom they will work in the future. The activities of the previous milestones were aimed at provide an environment of a class in which the learners can share and discuss their experiences and problems conveniently. We should not constrain the identifying and problem-solving skill only to social problems.

The activities are designed to enable the learners to use social problem solving and critical thinking skills in their daily living affairs.



## Milestone 4

### Activity 1: See and Suggest

**Objective:** This activity aims to enable learners to discuss different situations of their life; share ideas with each other and finally come to a conclusion and defend themselves.

**Material:** papers on which different life situations are written by the facilitator.

**Time:** 45 Minutes

#### Activity:

The facilitator writes different life situations on papers and hands them over to learners to find some solution for them. For example she can give the following questions:

If you need money to participate in wedding party, but your husband is not able to provide you with money and also gets angry at you, what would be your reaction?

If you plan to have a big party but your husband doesn't agree, what will you do?

If an illiterate boy from a millionaire family seeks your daughter's hand and you need money, how would you decide?

If a third person interferes in your conjugal life, what will you do?

If your neighbor breaks the glass of your window, what would be your reaction?

Now divide the learners into five groups and ask them to discuss one of the five questions. Make a flip chart and then submit it to you.

Give them 20 minutes to do this activity. When the group work is finished, each group presents its work to the others.

## **Milestone 4**

### **Activity 2: Problem Solving and Critical Thinking**

**Objective:** This activity aims to enable women to explain their real problems, present good answers, rearrange the answers and summarize the.

**Duration:** 45 Minutes

#### **Activity:**

Facilitator asks one of the learners to explain a real problem of her own or of a friend. She then asks other learners to provide their classmate with some good solutions.

For example:

One of the learners comes to the board and tells a story as below: I am pregnant and soon will give birth. There is neither a clinic nor a birth attendant in our village, but my mother-in-law who is an experienced lady says that I am pregnant with twins. And my friends and relatives coming to visit me say that I am anemic. I feel pain myself too, but my husband says, “My mother and sister have always given birth at home. I won’t let a stranger touch you. If you are dying, then it is better that you die at home. What are the other people doing? And etc...”

Now you tell me that what I should do.

Facilitator then divides the learners into different groups and gives them 20 minutes to discuss the questions below:

- If the woman had consulted and explained her problems to her husband, what could have happened?
- If the woman had not paid any attention to her husband, what could have happened?
- If she had developed a plan for her birth in advance, what could have happened?
- What will happen if a woman does not have an amount of money during her pregnancy period?
- What could have happened if the woman had properly explained and discussed all the things to her mother – in- law?

When the learners discuss all issues and present their answers, the facilitator explains: This activity helps us to solve even very difficult problems with each other and find better solutions for them.

#### **Milestone 4**

#### **Activity 3: Wedding Troubles, Version 1**

**Objective:** The objective of this activity is for learners to be able to discuss issues and problems of a wedding in families and defend from their comments with good reasoning.

**Time:** 45 minutes

**Note:** This activity can be carried out in two ways.

#### **Activity**

Facilitator divides the learners into two groups: the bride group and the groom group and sets the stage for a debate among them:



The facilitator reads the questions to them. If they take the part of the bride group, they should join the bride group, or if they take part of the groom group, they should join the group which belongs to the groom, and defend from their ideas with good reasoning and convince their opposite group.

Facilitator should try not to let the debate lead to a quarrel, and should mediate among them if necessary. When the groups do a part of the debate, the facilitator expresses her comments and then permits them to continue.

At the beginning, the facilitator writes the two sentences below:

- The bride should have lots of expectations and wishes.
- The bride should have less expectations and wishes, in order to have a good future.

After writing the above two sentences, the debate will start between the two groups and both of them will try to convince each other with good reasoning.

The facilitator should closely control the process and make sure that: 1-they stick to the point and 2- that their debate does not lead to a quarrel.

#### Milestone 4

##### Activity 3: Wedding Troubles, Version 2

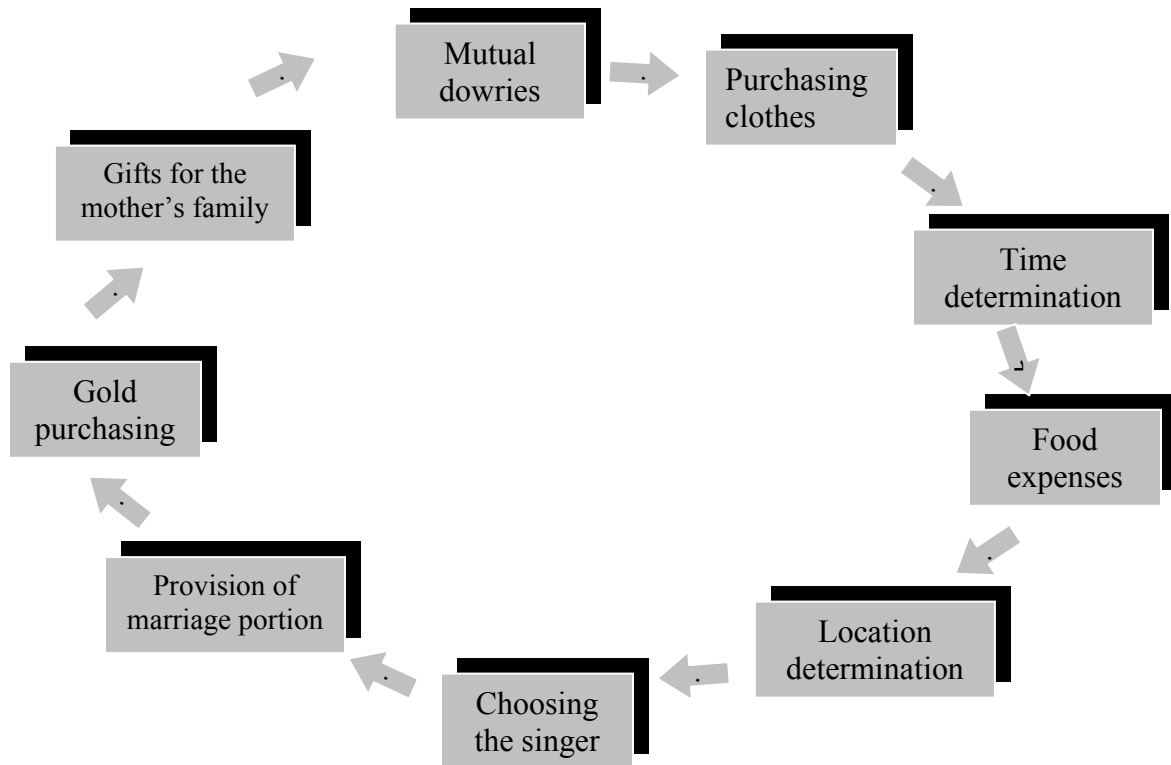
**Objective:** This activity aims to enable the learners to present issues, discuss them and after coming into a conclusion, report their work to others.

##### Activity

The facilitator asks the learners to name some likely problems which may occur between the families of the bride and the groom in time of wedding; discuss the problems and finally come to an agreement.

Having determined the groups, the facilitator gives a topic to each of the groups to discuss. At the end, each group reports their working result.

For example:



At the end of the group work, each group explains its group work in front of the class and presents some topics.

At the end and after having confirmed the positive comments of the learners, facilitator explains that we should always take into consideration the economical condition and capability of the groom's family in affording the expenses.

In addition, if we force the groom's family to provide us with a great marriage portion: too many jewelries, mutual dowries , gifts and etc..., because of some improper traditions and competition among families, what will happen to the bride in the future? Of course everyday the creditors will sue the groom, and in the result he will be sad and behave rudely with his wife and blame her and her family for all those problems. The bride would have to keep silent, otherwise it will lead to other problems.

## Milestone 4

### Activity 4: A Burnt Sown Field

**Objective:** The objective of this activity is for learners to be able to read a story, discuss its related questions and come up with good reasoning to support their comments.

**Materials:** Story

**Duration:** 45 minutes

### Activity

Give the story below entitled *Where Are You, My Sun?* to one of the learners to read it aloud, and then ask a second learner to explain the story in her own words. At the end the learners discuss the following questions and answer them with reasons.

Questions:

1. From your viewpoint, what Ali should have done after getting the answer from Khurshid's father?
2. What was the responsibility of Ali's parents? How should they have advised him?
3. If you were Khurshid's mother, what would you have done?

### *Where Are You, My Khurshid? My Home Is Cold.*

My home is chilly

Who knows where spring starts from?

Who knows what secrets are hidden in green, yellow, blue and red colors?

Who knows what songs the trees sing to the depth of the earth?

Who knows whom are the birds looking for in the blue sky?

Tear, tear, and tear!

Who knows the path of the tears of a traveler?

Who knows the honesty which lies in the whiteness of a mother's milk and her eagerness while she is sitting beside the cradle of her baby?

My greetings to you oh the sun of love and the first saying of the morning; we are looking for you and coming towards you and feeling you in the warmth of our fingers. We gift the warmth of our fingers to the angels of fortune. These angels will be twinkling and dancing and singing the songs of the clove and eglantine.

And you, oh blind bird, fly. The tree is calling you and making a nest for you.

You will not be alone. You will be with the tree, and the tree will be with the water; and the water will be with the river.

And greetings to you, oh the sun of love, the life starts from you!

When he was a young boy, according to the rules of the villagers, Ali had to get up early in the morning to rush to the mosque. He was then sitting in front of the Mullah and starting studying his lessons.

He started from the alphabet and then started reciting the *Holy Koran*, the *Panj Kitab*, *Khawaja Hafiz*, *Bostan* and *Gulistan*. Later on, he studied the stories of Wais and Ramin and Laili and Majnoon.

When he was taking his sheep to the pasture, he used to sit at a corner and read the stories with a loud voice; so loud that his voice would reach the far slopes of the hills.

Sometimes, the village boys would hide his sheep and sit behind him and when he would stop singing (reading the story), he would look behind; the boys would laugh loudly and would say, “Majoon Agha where are your sheep?” Ali would then go towards the peaks of the mountains and search for the sheep. When he returned hastily, he would see the sheep there and would hear the boys laughing at him and shouting: “Majnoon Agha, where are your sheep?”

Ali’s family, like most of the villagers, owned only a little land. They were cultivating the lands of Ali’s aunt. At the end of each harvest season, Ali’s aunt’s husband, Haji Rasool, who was a hot-tempered and haughty person, was coming to the village to settle his accounts with Ali’s father. He would give a small amount of the crops to Ali’s family in return for their work on his farm. Ali’s family with their hands full of blisters, weary and sleepless eyes and hungry stomachs, would not look very happy. They wanted to ask for justice, but couldn’t do so for the fear that Haji Rasool would give his lands to someone else.

This would continue throughout the coming harvest seasons and Haji Rasool would become fatter and fatter. He was coming to the village with his puffy eyes, holding a pipe between his fat lips and a large stick in his hand. He was standing in front of Ali’s father, who was looking like a tall thin tree with his fading clothes showing his ribs.

Ali could never go to school. Once he was watering the lands, and another time he was picking the weeds, and reaping the wheat, feeding the animals and bring food for his father. While he was free from work, he used to go to the slopes of the hills and read the only book he had. He used to read the same book several times. With the lines and pages of that book, Ali grew bigger and bigger; his voice changed and he reached maturity. His mother was seeing a bright future for her son.

Ali’s face caught the first fierce looks of Haji Rasool when he was 19 years old. Haji Rasool looked at Ali and told his father, “Send him to the city. I will hire him in my company. If he can work there, I will pay him a handsome salary. He should stand on his own feet,” Haji Rasool added.

Ali’s father, who knew his wife very well and knew that she would not be able to live without her son, told Haji Rasool, “Haji Sahib, how can we let Ali go to the city? There is a lot to do here in the fields and I am getting older. Ali should work in the fields.” But those excuses didn’t work, and eventually Ali’s father had to promise Haji Rasool to send Ali to his aunt’s place in the city.



Ali's mother, weeping, took out her son's only embroidered *shalwar kamees*, which he used to wear only at weddings and on Eid days, from the suitcase. She also gave Ali his shoes, which his father had bought him at a picnic in return for some wheat. The old husband and wife, hugging Ali firmly, bade him farewell.

When Ali reached the city, he recalled all the memories of his childhood. He remembered that on the New Year, his father used to take him to the city and buy him toys. Ali arrived his aunt's house and knocked on the door. When the door was opened, Ali saw a tall girl with black eyes and thick eye lashes. Her long black hair had fallen on her shoulders. She had on a red silk dress.

She was Ali's cousin, Khurshid [sun]. For a moment, Ali thought he was dreaming. His eyes became dark and his face faded. He started shivering and could hardly speak. He waved his hand towards Khurshid. It was the first time Ali was seeing her. His mother had told him that his aunt had a beautiful girl who was her mother's favorite daughter. Ali felt the heat of the whole world on his body. He thought he was with the real Sun which was burning him.

Oh love! What a power you have! When you are there, the earth and the sky reach other. When you are there, black and white, elegant and ugly, Arab and Ajam (non-Arab), distance and closeness, the rich and the poor, lose their meanings. What power you have; you can occupy a person's mind and isolate him from himself and from the world.

Seeing his Khurshid, Ali said to himself, "She is like the real Khurshid (the sun), hot and bright." The smiling girl said, "Are you Ali? My father had told me about you." Ali smiled and replied, "You are right. I have come from the village."

Khurshid welcomed Ali. When Ali entered the corridor, he saw a woman coming down the stairs. He stopped at his place. He recognized the woman. She looked like his mother, although her attitude was totally different. The woman looked briefly at Ali. He stepped ahead to kiss her hand, but his aunt didn't let him do so. Ali was upset and kept silent. However, when he looked at Khurshid, he forgot everything. He worriedly said, "My mother was saying hello to you." The woman said with an imperative manner, "What can you do?" Ali told those things he could do. Khurshid and her mother laughed loudly. Ali looked at his aunt angrily and moved towards the door. He wanted to leave his aunt's house, but remembered his mother's advice. And besides, Khurshid's beauty didn't let him leave. He didn't want to be deprived of looking at Khurshid's charming eyes which looked like the flowers of a daffodil. He turned back towards his aunt and said, "I can do anything."

On the first day, it was difficult for Ali to work with his embroidered clothes which his mother had made with her own hands. When the sun rose, he started to work. He did each and every chore of the house with a smiling face. He made every effort to do everything. He used to make breakfast, polish shoes, bring water, go shopping, and water the trees and plants.

Every day, he was counting the minutes to see Khurshid. When she would arrive home, Ali would give her a nice flower. Khurshid would smile at him. This smile would tear Ali's heart like a dagger. He would become very happy just like a small child who would find a toy. He used to tell Khurshid the stories of the village.

But sometimes, Haji Rasool and his sons would shout at him, "Where are you, stupid villager? Come on, fast." During the night, Ali was not feeling comfortable. When he went to bed, he was thinking about the previous day. Khurshid's voice was always echoing in his ears and he couldn't sleep. He was waiting for the morning to see Khurshid again. When he reached near Khurshid, he could hardly step ahead, so he would stop at his place. His face would pale and he would feel sweat on his forehead and his hair.

By the end of each day, Ali's heart was filled with Khurshid's love. This love became a part of his heart, then the beating of it and then the whole of it. After seeing Khurshid, he forgot the purpose behind his coming to the city. He forgot what Haji Rasool had said and had done to him. He forgot that his mother was weeping because of his being departed from her. He forgot that he was only a servant and he forgot that it was only a few months that he was there.

Ali would hardly eat and sleep; he was always thinking. He wouldn't read his father's letters completely; he would leave them aside. Sometimes, he was crying and saying to himself, "Oh God! What a misery! Oh God! Please help me. I am an illiterate villager and she is a city girl and a student of the university. I am a farmer and she is a landowner. I am a poor boy and she is rich. Sometimes, he was saying, "She doesn't love me."

One day he asked Khurshid whom she was going to marry. Khurshid said she would get married with an educated, rich and wise man, not a simple boy like Ali. But all these facts wouldn't convince Ali. The only thing he knew was that he loved Khurshid. However, Khurshid considered all his looks and his behavior nothing but sheer simplicity of a villager, so she would always smile at him.

One and a half years passed. Once Ali saw some strangers visiting his aunt's family and he was ordered to do more jobs. They were Khurshid's suitors. His aunt was decorating the guestroom beautifully and was ordering Ali to prepare different dishes. All family members were talking of the Architect. Ali couldn't bear what he was seeing. He could no more keep his love secret. One day while Khurshid's suitors were at their house, he couldn't control himself. He didn't know what he was doing. He opened the door of the room hastily and in front of all, knelt and kissed Haji Rasool's foot and told him, "Haji Sahib, for God's sake, don't marry Khurshid with anyone else; I love her, I am dying for her." Seeing this, one of Haji Rasool's sons pulled him out of the room.

After the guests left, Haji Rasool and his sons tied Ali's hands and feet and took him to the basement. There, they beat him severely. Ali was only looking at them and was calling Khurshid.

Ali's aunt informed her sister about what had happened. Soon after that, Ali's parents came to the city. They arrived in Haji Rasool's house. No one welcomed them. Haji Rasool told them what had happened. Ali's father got really upset and went to the basement and started beating him.

Ali's mother was frightened, so she stopped her husband and said, "For God's sake, don't beat him. He is our only son. We will take him back to the village." Ali put his head on his mother's lap and his mother wiped his bleeding face with her handkerchief. They left Haji Rasool's house for their village.

Ali returned to the village to forget Khurshid. However, he wasn't the previous Ali. He was like an old, sick man. He was going to the slopes of the hills and to the farm. Like previous years, he was taking his book with him, but he would never open it. He himself was a book. He was feeling that the village with all its beauty was cold. He was screaming during the nights. After a short time, he felt he wasn't able to live without Khurshid, so he escaped the village and went to the city again. He used to sit in front of his aunt's house to see Khurshid. He was taken to the police station and was put in detention. After he was released, he would again go to Khurshid's house.

Khurshid's father made a plan. He invited him to his house and asked him, "Ok Ali, do you want to get married with your cousin?" Ali said with a trembling voice, "Yes, yes." "Khurshid's father said, "You know that this needs a lot of money." "How much?" asked Ali. Haji Rasool said, "5000 lakhs." Ali asked astonishingly, "5000 lakhs?" "Yes, my son," said Haji Rasool. He continued, "You can't make your mouth sweet by just saying sweet things. You should wait and collect the money. When you make this much money, I would marry my daughter with you." Ali grabbed Haji Rasool's hard hand and asked, "Do you promise that you won't marry Khurshid with anyone else?" Haji Rasool said, "Yes."

Believing Haji Rasool's promise, Ali stood up and left the room. While leaving the house he saw Khushid. Khurshid wasn't smiling this time. She felt pity for Ali. She wanted to say something to Ali, but didn't. She knew that her father would never marry her with Ali. She thought that might be better for Ali to go from there. She thought maybe Ali would forget her and get married with another girl.

Ali started the dangerous journey. His parents' advice couldn't work and he left his native land. He crossed the borders of Ghazni, Kandahar, Quetta and Peshawar. On this way, he passed through different places. He experienced being in prisons, where savage jailors used to torture the prisoners using different ways such as giving electric shock, keeping hungry for many days, keeping naked in summer and winter, cutting off hair, beating, etc. He spent several nights without any food. But he didn't give up and continued his trip. At last, he reached a city with skyscrapers which were built by the young Afghans. These Afghans had been compelled by poverty, war and unemployment and were taken out of their country. Their invaluable energy was bought at a very low price. They used to work there from dawn to dusk while hearing the abusive language of

the strangers saying, "Come on. Hurry up. It is not your father's home. Here, the money doesn't fall from the sky."

Ali did different jobs. He started with masonry. He worked so hard that he soon became a very good mason. After a few months, because of his wages, he fought with his employer and left his job. He then, started to work as a farmer. He also worked at a factory; then in a brick kiln and finally he started wiring. He spent many years doing this job. He was collecting every single penny. He was hardly eating, but worked very hard. In the first years, he used to receive his father's letters.

It was Ali's sixth year of wiring work, when he fell down from the third floor of a building. He was taken to the hospital where he spent several days in coma. There was no hope for his life. After many days, he opened his eyes with the help of Khurshid's love. He wanted to get up, but was frightened by the scared looks of his friends, the doctors and nurses. He felt himself lighter, and thought a part of his body was broken. He suddenly realized that his arm was amputated. Looking at his arm, he screamed.

When Ali was discharged from the hospital, his employer wasn't ready to hire him again because by then he was a disabled man. He wasn't hired by other companies either. He counted his money. It wasn't as much as half of the amount that Haji Rasool had asked for. He had no way but leaving for his native country. He was really crushed, and didn't want to talk to anyone.

When he reached Kabul, he recalled the sweet memories of the past. He remembered Khurshid. He was very impatient to see her. He went to the street where Khurshid used to live. Once he looked at his amputated arm.

Many things had changed. The building, the door and the color of the house. He knocked on the door. His heart was beating hardly. He wanted to see Khurshid only once more. A slim smiling man opened the door and asked, "Who do you want to see?" Ali couldn't say anything. The man asked again. Ali said, "Khur...Khurshid." The man said kindly, "This is not Khurshid's house." Ali froze in his place. Everywhere looked gloomy to him. The man wanted to close the door. Ali softly said, "I mean Haji Rasool. He used to live here." The man, putting his glasses on his eyes and staring at Ali, said, "My son, Haji Rasool sold his house, shop and land and went to the United States." "What about his daughter?" Ali asked. The man said, "She got married with an architect and I don't know her whereabouts."

Ali left the place and went towards his village. He was like a moving corpse. He wept all along the way to the village. He didn't dare face his parents. He didn't know about them; it had been several years since Ali had heard from them. He found himself an unfortunate and helpless man who had sacrificed his life for his love.

Ali saw a lot of changes in his village as well. From a distance, he saw his house was destroyed house. He saw that birds had made their nests on the walls of Ali's house. He saw that the wind was opening and closing their door. He saw no smoke rising from their

furnace. He saw that the tree which his father liked so much had dried up. And he saw that there was no water flowing in the streams of their house. He saw two graves in front of the house. Ali couldn't go nearer. Neither could he cry.

He saw a boy standing nearby with a *Laili and Majnoon* book in his hand. Ali asked the boy, "Whose are these graves?" The boy said, "These are the graves of two martyrs."

Ali asked, "Two martyrs?"

The boy said, "Yes. My father says that whoever dies while waiting for someone, is a martyr. These are the graves of a father and a mother." The boy continued. "The mother always had the name of her son on her tongue, until she died. While dying, her eyes were open and when she was laid down on the grave, two drops of tear fell from her eyes. A few months later, her husband also passed away."

Ali asked with a sorrowful voice, "What else does your father say?"

The boy replied, "My father says, some die for someone else, but some others remain alive so as to know what death is."

Ali said, "Your father is right. Do you know what name was the woman repeating while she was dying?" Ali asked the boy.

The boy answered, "Yes. Everyone knows that. She was saying Ali....Ali.....Ali."



## **Milestone 4**

### **Activity 5: Problem-Solving and Critical Thinking**

**Objective:** This activity aims to enable the learners to discuss and debate in a group and trust each other.

**Materials:** (case) questions

**Duration:** 45 minutes

#### **Activity:**

The facilitator divides the class into groups and gives them the story that she has developed to one of the learners to read it aloud. She also provides the learners with few questions that she had already written them on a paper to discuss in groups, and gives them 15 minutes for doing that.

Then one person from each group comes in front of the board to present her group's work.

#### **Story**

Amina is a widow. She has lost her husband in the war. She has to support her family and is working in a raisin-cleaning firm to make money and afford her family expenses. Nargis her 15 year old daughter, due to some difficulties, could not go to school, and is now studying in a literacy program which is conducted by the Learning for Life organization. Within four month, Nargis learned writing and reading. She wants to enroll in one of the formal schools in her village, but unfortunately her uncle asked her not to go school and told her that there is much work at home and her mother is not able to take care of all the work. Nargis wanted to study and contribute towards an educated generation, but her uncle's objection and the difficult situations of her home did not allow her to attain her wish.

Fareed, Nargis's brother, is studying in a school in their village which was reconstructed by the Ministry of Education. As Fareed is a talented student, he wanted to take an advanced placement exam and promote from grade 6 to grade 7. He requested this of the management of his school, but his school principal did not agree with him, giving him a list of objections. Soon afterwards, another student was promoted to the next class by taking an advanced placement exam. This angered Fareed and made him want to quit the school. There were many complaints about the management and principal of the school, and one complaint was that they were recruiting unprofessional teachers. The students sued several times, but no necessary actions were taken. The teachers were also not letting the students to take any action. In addition, some student were threatened with being discharged or failed.

The principal of the school was making up his own rules and regulations, and students were not allowed to disagree. Later on, Fareed found out that the student who was promoted to the next class was given that privilege based on the relations of the boy's father with the principle. Fareed shared this issue with one of his teachers, but the teacher

refused to get involved, in order to keep his job. Fareed decided to solve this problem through the elders, but for some reason, they did not help him either.

Read the above story and answer the following questions:

1. What was the problem of the women's daughter, and how could she solve it?
2. What was the reason that Nargis did not go to school?
3. What did the teachers and school's administration do to solve Fareed's problem?
4. Explain the role of teachers, and school administration.
5. Explain the role of teachers and school in avoiding improper traditions and customs.

## **Milestone 4**

### **Activity 6: Problem-Solving and Critical Thinking**

**Objective:** It aims to enable the learners to discuss; trust each other in a group and find the best solutions for a problem

**Materials:** Story

**Duration:** 45 minutes

#### **Activity:**

The facilitator gives the story to one of the learners and asks her to read it. The facilitator should write the questions in separate papers and give them to each group to discuss them. At the end each group gives their feedback or result of their discussions.

#### **Story**

Karima who is 14 years old has just returned from Qatar to her homeland. Her father applied to the Ministry of Educations to enroll Karima and two of her brothers in school. The officials asked him for their educational backgrounds. It took him a week to find their educational backgrounds. Ultimately Karima and her brothers were enrolled in one of the schools.

On the way to school, sometimes boys harassed Karima. Because of their harassment, sometimes she did not go to school. The school in which Karima is studying was once a weapons warehouse. A while ago a kid was injured by bomb which was previously placed there, while playing out of the school.

Karima's brothers, who had studied their previous classes in Arabic language, have many problems with their lessons. The teachers have also complained about them to their parents, but the parents acted indifferently and did not take necessary actions.

Karima's uncle Turab Khan wanted to marry her to his son who is a student of grade 11. After some discussions and negotiating, Karima's father agreed and gave his daughter's hand to his nephew and they got married.

Karima's uncle, who was an uneducated person, told his son not to let Karima to go to school anymore. His son did so. Now Karima is at home and can not go to school. She blames her parents for all these things, because she did not agree with the marriage at that age. Due to economical reasons, her husband also left school and started a business. Karima's brothers couldn't pass the final examinations. They had language problems; furthermore their teachers were not supportive either, hence they quit the school too.

Answers the questions below:

- When Karima returned to her country, what problems was she were faced with, and were there any solutions?
- Was there a solution for Karima about being harassed by the boys? If yes, how?
- Did the marriage put an end to Karima's problems?



## **Milestone 4**

### **Activity 7: Problem-Solving and Critical Thinking**

**Objective:** This activity aims to enable the learners to list the problems and facts in their lives and communities, provide some answers for them, write them again and finally summarize all of them.

**Duration:** 45 minutes

#### **Activity:**

The facilitator asks the learners to list the problems and facts of the women in their area.

Then she selects four or five main problems among them and asks the learners to provide at least 4 solutions for each of them. She gives the learners 20 minutes to do this activity.

Next the facilitator divides the board into different parts according to the number of the problems. For example if there are four problems, she will divide the board into four parts and numbers each part as below:

Solutions for the first problem, solutions for the second problem, solutions for the third problem.

At the end of their group work, the facilitator comes to the front of the board and says, “Now we will work on the first problem and see what solution you have find for the problem. If there are 5 groups and each group finds 4 solutions, there will be 20 solutions for each of the problems.”

The facilitator tells the learners that for the time being it might be difficult to find solutions for some of the problems. Following that she reads all the solutions which are written on the board, column by column and says:

“See there is no problem in the world for which there is no solution. You can find good solutions for your problems through critical thinking and understanding the problems. We should always combat the problems and keep this in mind that every cloud has a silver lining. In addition, every spring is followed by an autumn and every way has an end.”

**Note:** This chart will help you while discussing in a group work:

Some of the problems which have solutions:

- Acquiring education for the young girls of the village to come to city to obtain education
- Joining the literacy programs and courses
- Consulting in the time of engagement of a girl and a boy.
- Humiara’s consulting with her husband, mother-in-laws and other member of the family about giving the birth in hospital.

- Possibility of working to promote the economical condition

For example: If a woman has one of the following skills such as, sewing, but her husband dose not let her to work outside , there is a solution for this problem, because she can work at home.

## MILESTONE 5: INTERVIEWS

### Activity 1: Open- and Close-Ended Questions

**Objective:** It aims to enable the students to pose open and close ended questions; differentiate open and close-ended questions; analyze issues and present their suggestions and properly judge.

**Materials:** Story

**Time:** 45 minutes

#### **Activity:**

The facilitator asks one learner to aloud read the story below and then asks all the learners to write their questions about the story, if any, and then differentiate between them those that are open-ended questions (questions which can't be answered with one short answer and require more information) and which are close-ended questions (Questions that can be answered with a particular answer or with yes or No).

Next, the facilitator divides the learners into three groups in order that members of each group discuss and give their opinions about which questions are open-ended and which are close-ended questions and list all the questions which are not repeated. At the end, members of each group ask their questions from the other group and let the group answer all those questions. Next, they should vote to differentiate the open and close-ended questions.

In this manner, the groups will both pose their questions and answer the questions of other groups.

#### *Text of story:*

The facilitator reads the story which is about Laila to the learners: Laila is an 18 year old girl. She lives in a wealthy family and loves a boy in the name of Jalaludin. Her mother is also aware of Laila's love. Despite this, Laila have been engaged to one of her relatives, but she doesn't love him.

It has been eight months since Laila has had a love relation with Jalaludin.

Qader Khan, Laila's father, is one of the rich and well-respected men of their village. One day Laila decides to escape with her lover Jalaludin. She succeeds and escapes with him. When her father knows that she have escaped from home, he became angry at his wife, Laila's mother. He rebukes her and says to her, "You were aware of this relation. Why you did not tell me about their relations?"

Qader Khan started his searching and searched many places within a week. At this point, he heard from one of his relatives that Laila is living in a village of the same district that they live.

Do you know what happened to Laila when she escaped with her lover? I am sure you can't give me the right answer, but I will tell you what happened:

When Laila escaped with her lover, she was harassed by 6 immoral friends of Jalaludin. Now she is living with one of her relatives in a village of the same district.

Qader Khan (Laila's father) is very angry about this incident. He told to Jalaludin's father that he should provide him with 400,000 Afs, one married woman and a young girl with four sheeps, otherwise he should be expecting a very bad and dangerous incident.

Here are some samples of open and close ended questions

Open ended questions:

- Why did Laila escape?
- What solution do you suggest?
- What were the main points of this story?

Close ended questions:

- Did Laila go with the boy?
- Did Jalaludin get married with Laila?
- Was Laila's and Jalaludin's relation mutual?

## Milestone 5

### Activity 2: Interviewing and its Main Points

**Objective:** The learners will be able to do an interview, pose questions and give answers, and understand the main point in an interview.

**Materials:** Story

**Time:** 45 minutes

#### Activity:

Facilitator gives the story which is about Zahra to two of the learners in advance to read it themselves and then come to the front of the board and do it in the form of an interview. Other learners should differentiate and list the open and close ended questions. At the end, facilitator asks the learners a few questions about the interview and Zahra's destiny and asks them to explain their comments and solutions for Zahra's problems.

#### *Zahra Mohammadi*

Question: How was your marriage disrupted?

Answer: I had some problem with my husband from the very beginning of our conjugal life. He didn't like my family. He was forcing me to do the thing that, I didn't want. He was persuading me to collect the dung and droppings of our neighbors. I am an urban girl and doing such things was quite difficult for me, thus I did not obey him and he told me that I would be better off to kill or burn myself.

Question: When you burnt yourself, what was his reaction?

Answer: He was staring at me and drinking tea, while I went out of the home roaring .

Question: How was your husband behaving with you before you burnt yourself?

Answer: He was beating me

Question: How was your mother behaving with you after you burnt your self?

Answer: When I saw my mother for the first time after I burnt myself, she didn't know that what has happened with me, because they attested me to keep silent about that incident.

Question: Was your marriage compulsory?



Answer: My family was the decision maker. I didn't say anything and accepted it, and we were both satisfied at the beginning.

Question: Wasn't he honest to you?

Answer: No, he was never honest to me. He was telling me lies even at the very beginning of our marriage and showing as a good man, but when I lived with him for a while I could recognize his real face and personality.

Question: What is your advice to the women who prefer to burn themselves in order to get rid of their problems?

Answer: I advise them not to burn themselves, even if their condition is very bad. I am suffering from my current condition more than I was suffering from living with a bad-mouthed and a disrespectful person. I will have to suffer this problem for along time and it will be difficult for me to recover. I advise and suggest to all women that before talking any hasty action, they should ask their families and governmental authorities to help and support them.

Question: If you meet a women a few minutes before she burns herself, what would you tell her?

Answer: I will tell her that doesn't do this. It is not the solution.

Question: What is your advice or suggestion to the husbands whose wives are burning themselves to get rid of their husbands?

Answer: It is on every husband to love and respect his wife and do not pave the ground for her to prefer burning herself rather than live with him.

Question: What do you think about the future of Afghan women?

Answer: They will have a bright future and the situation is changing for better

Question: The flow of assistances is continuing to change for better so from your view, can you see any remarkable change so far, and if yes, what is that?

Answer: The improvement of democracy and independency of people is very significant change. Now the women want to be respected by their husbands and all other men. Men's behavior with women must be changed for the better.

The following points should be taken into consideration in an interview:

1. To have eye contact
2. To have feelings
3. To repeat the key points
4. To listen with an open mind
5. To pose questions
6. To confirm the words of the speaker both orally or with gesticulations
7. To encourage the interviewee
8. Not to disturb the interviewee
9. To have patience
10. To have mental and physical presence
11. To show interest in the words of the interviewee

## **Milestone 5**

### **Activity 3: Interview with Afghan Female Photographer**

**Objective:** To enable the learners to do an interview; write the information that they have obtained during the interview and then read those information.

**Materials:** A prepared interview

**Time:** 45 minutes

#### **Activity:**

Facilitator provides two of the learners with an interview which is attached to this activity, to do it in the form of a dialogue or “interpersonal conversation”, and asks the rest of the learners to note the information that they have obtained amidst the interview and write a story about the photographer.

**Note:** Writing a story takes much time, if it is not finished; they can write it the following day and share it with others.

#### **Farzana Wahidi, Photo Journalist**

Question: Why do you think that your role is important in Afghanistan?

Answer: More then 90% of people of Afghanistan are illiterate and can't read, but they can see and understand photos.

Question: As a photo journalist, how much important is your work?

Answer: I can easily take photos of other women and they feel more comfortable while talking to me.

Question: What are the advantages of your work to yourself, and what is the difference of your work with the work of a male photo journalist?

Answer: In most places such as, hospitals and jails female journalists can easily and effectively work and if they don't, stories will not be created or reflected.

Question: Do your family respect and importantly consider your work?

Answer: My dad likes my work and supports me. He always says that I am reflecting the real situation of Afghan people. He advises me to properly meet my responsibility.

Question: What is your advice or recommendation for other women, who would like to become a photo journalist?

Answer: When I travel to other provinces, the women there tell me that they would like to be a journalist like me. They say that, “We want to be educated and travel to different places.

Question: If you face with lots of problems and difficulties; will you still continue your work?

Answer: Yes, I am proud of my work and will continue even if I die.

Question: The situation of Afghan women is getting better day by day, what do you think about their future?

Answer: Afghan women must wake up, everyone is claiming the empowerment of Afghan women, but the reality is this that situation of Afghan women have been improved only in a few large cities, but in most of the provinces, women are still not aware of their rights.

Question: What do you need to improve the situation of Afghan women?

Answer: Women must be trained about their rights, men should be educated and their way of about women needs to be changed, otherwise we should not expect a better situation for our women.



## **Milestone 5**

### **Activity 4: Developing Clinical History**

**Objective:** During this activity the learners will learn about signs and symptoms and also the causes of different diseases

**Materials:** separate papers

**Time:** 4 5 minutes

#### **Activity:**

Write different diseases such as, Diarrhea, Abortion, Anemia, Pneumonia, Typhoid and Malaria on separate papers and put them in front learners and divide them into pairs. Ask each pair to discuss a separate disease. One member plays the role of a doctor and the other one plays the role of a patient.

Their work needs to be based on their real experiences. The doctor should ask proper questions about the relevant disease and the patient should properly answer. Next, each group comes to the front to the board and does the interview in front of the board, in order that rest of the learners can see and learner from them.

## **Milestone 5**

### **Activity 5: Expressing Comments in Pairs**

**Objective:** Through carrying out this activity, the learners will be able to properly understand the questions an interviewer and according to her questions give satisfactory answers. It will also help them to explain their problems in details and develop their understanding and answering skills.

**Materials:** Notebook and pen

#### **Activity:**

The facilitator divides the learners into groups of three and gives each group a particular topic. For example, two of the first group will do an interview about family planning. The third person observes them closely and explains the positive points of the interview and the points which needed to be taken into consideration.

While giving instruction, the facilitator emphasizes that the interviewers should continue the interviews by taking into consideration the key points again and providing consultation. The facilitator provides the learners with some topics such as, measles, anemia, gonorrhea and hemorrhoids for the interview.

## **Milestone 5**

### **Activity 6: Role Play**

**Objective:** It aims to enable the learners to properly ask and answer questions regarding a particular topic and also develop their interview skills.

**Material:** Note book and pen

**Time:** 45 Minutes

#### **Activity:**

Facilitator asks the learners to go outside of the class and interview a community health worker and record the interview.

Or she designates one learner and asks others to ask her some questions about a disease that they have some information about, and then write down her answers.

At the end, the facilitator asks the learners to read the information that they have obtained from the interview to all the class. Or they can interview their husbands at home about any topic that they like and then explain their interviews for other learners in the class.

**Note:** If the learners can't go out, they can invite a health worker or an educator to their class to be interviewed.

## Milestone 5

### Activity 7: The Little Blind Girl

**Objective:** To enable the learners to take an interview and pose open-ended question.

**Materials:** Interview

**Time:** 45 Minutes

**Activity:**

The facilitator reads aloud the interview below and asks the learners to carefully listen the interview, and then form pairs and write down the open ended questions which come to their minds. Next she asks them to interview each other and ask those questions.

**Man Jan, a housewife**

The situation in Afghanistan is getting better and better and I want my kids to participate and contribute in a bright future for Afghanistan.



**Question:** Considering that your daughter is blind, what is your opinion that what would be she doing in the future?

**Answer:** I want her to do whatever she wants. I am ready to sacrifice myself, and help her to reach her wishes. I know that she is blind, but still she can do lots of things. I am supporting her to be educated, in order that she can depend on herself and doesn't be burdened to others.

**Question:** Does your daughter has more opportunities than before?

**Answer:** Since the current government has settled, I have always kept trying so that my kids don't miss any opportunity. I want my kids to contribute in the development of our country. I am trying to bring my kids up sound and educated. I have always emphasized and asked them to take care of their lessons.

**Question:** Though "Bobani" is blind, but still don't you think that her condition is much better than your condition while you were her age, especially now that relief agencies are supporting women?

**Answer:** The main difference is that she can go to school and study.

Question: Is your husband agreeing to send your children to school?

Answer: He is completely agreed. We believe that learning is very important in order to successfully live. I couldn't write and read, but now I am studying with my children and learning from them.

Question: You are so lucky that your husband doesn't have any problem with your children's education, what is your message to the women whose husbands are against the education of their children?

Answer: My message to them is that as parents it's our responsibility to think about the futures of our children. I have convinced most of my relatives to send their children to schools. Though my daughter Bobani is blind, but still she can read and write.

Question: What do you think about the future of Afghan women?

Answer: If it continues the same like now, I hope our condition would be much better.

## **Milestone 5**

### **Activity 8: Unsaid Narrations**

**Objective:** It aims to enable the students to successively follow a topic, create something from their own minds, complete, write and read the topics.

**Materials:** notebook and pen

**Time:** 45 Minutes

### **Activity**

The facilitator asks one of the learners to come in front of the board and has other learners ask her questions. While asking questions, the learners select one of her stated experiences and make it complete.

For example:

During the interview, the learner says that, “I am afraid of divisiveness, because when I got married, after a while my first child born and two years later when I was again pregnant, my husband left me and still I have no news about him.”

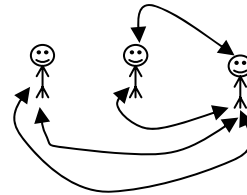
At this point the facilitator asks the other learners to complete that learner’s story by taking an interview. Once she explains her story, the facilitator gives the learners 15 minutes to write the questions and ask them from the learner during an interview and then complete, write and read the answers.

## EVALUATION ACTIVITIES FOR MILESTONE 5

### Evaluation 1:

Facilitator divides the learners to into groups of three. One of the three people will play the role of a community health worker and the other two will ask her some questions, interviewing her regarding different diseases, duties and responsibilities of a health worker. The one who plays the role of a health worker will answer accordingly.

The next group would have to ask new questions from the partner who is playing the role of a community health worker.



### Evaluation 2:

The facilitator asks the learners to form pairs. Both members will interview each other about their clinical histories and then write and read their interviews.

**MILESTONE 6:  
READING AND UNDERSTANDING BASIC INFORMATION  
PRESENTED IN A TABLE**

**Milestone 6**

**Activity 1: Symbols, Analysis and Interpretation of Information**

**Objective:** The learners will be able to analyze information accurately and describe issues.

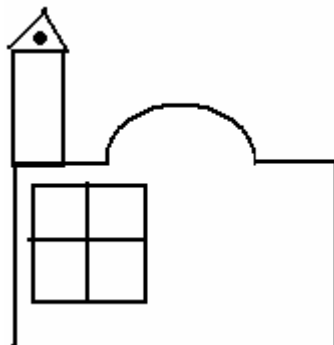
**Materials:** pen and notebook.

**Duration:** 45 minutes

**Activity:**

After dividing the learners into equal groups, facilitator should tell them to think about the village in which they live. They should then count the number of families, mosques, clinics, and schools. Then for each family they should count the number of individuals in a family, identifying the males, females, number of elders, number of sick in each house, and the number of children, identifying daughters or sons.

They should choose a symbol for the mentioned items, and then the members of each group get information from each other and make a chart like a table. And show them using specific symbols and then represent it. For example the symbol of mosque should be shown as follows:





## **Milestone 6**

### **Activity 2: Filling Out Forms**

**Objective:** Learners will be able to fill out various forms.

**Material:** Registration form for school

**Time:** 45 m

#### **Activity:**

The Facilitator should draw the school registration form on the board or flipchart and let them copy from the board to their notebooks. Then working in pairs, they should ask each other information and fill out each other's forms. For example, Jamila takes Khadija's notebook and ask the questions and fill out Khadija's form and similarly, Khadija fills out Jamila's form. The whole class should conduct this activity, and then five pairs should come in front and ask and answer each other in front of the class. If there are problems, the facilitator should help them.

The different forms:

*Entry form*

*Child's birth form*

*Vaccination card*

**Note:** Ask the learners to make forms quickly and fill them out on their own.

## وزارت معارف

د ریاست - ۱

مکتبہ ۱

محل ثبت نام

## کارت سوانح متعلمین مکاتب

اسم متعلم  
نام و نام خانوادگی

محل بود و باش دائمی

زبان مادری

تاریخ تولد

شماره ثبت نام

نام و نام خانوادگی متعلم

محل بود و باش پدر متعلم

زبان پدری

محل بود و باش پدر متعلم

زبان مادری

تاریخ تولد

شماره ثبت نام

اقارب نزدیک

برادر	کاکا	ماما	پسر کاکا	پسر ماما



شامل و منفک شدن

منفک	شامل شدن	تاریخ	تاریخ

وضع صحي معلوم در

نتیجہ امتحان متعلم


C6-4

نمبر راجسٽريشن: \_\_\_\_\_

## کارٽ واکسیناسیون طفل

## دماشوم دواکسیناسیون کارٽ



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نام/نوم: \_\_\_\_\_

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نام پدر/دپلارنوم: \_\_\_\_\_

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نام مادر/دمورنوم: \_\_\_\_\_

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جنس: \_\_\_\_\_

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تاریخ تولد/دزیدید و نیت: \_\_\_\_\_

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عمر: \_\_\_\_\_

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مرکز واکسیناسیون/دواکسیناسیون مرکز: \_\_\_\_\_

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قریه/کلی: \_\_\_\_\_

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ناحیه/ولسوالی: \_\_\_\_\_

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شهر/بناړ ولایت: \_\_\_\_\_

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شماره راجسټر/دراجسټر نمبر: \_\_\_\_\_

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این کارټ را دمو محل امن نگهدارید.

برای دوره های بعدی واکسیناسیون این کارټ را باخود بیاورید.

دا کارټ خان سره وساتئ. اود واکسیناسیون دنورو دورونو دپاره خان سره راوړئ.

[illegible]

تمام واکسین های طفل باید در سال اول عمرش تکمیل  
شده اند.

دما شوم تول واكسينونه بايد دما شوم د عمر په لمړي كال كې په بشپړه توگه تطبيقي شي

واکسین کردن طفل مریض هیچ خطر ندارد.  
و غماشوم باندی د واکسین لگول هیچ خطر نه لری.

پس از واکسین شدن طفل ممکن است تب کند، محل واکسین خارش پیدا کند و یا اندکی دردناک شود، این حالات عکس العمل طبیعی وجود هستند.

د واکسين لگولو نه وروسته ماشوم ټيټې چې ټيټه ولري، د واکسين خای  
خاړيست پيدا کړي يا دردناک شي دا حالات د بدن طبيعي عکس العمل ټيټې

تمام واکسین های طفل تکمیل شده اند:  
دماشوم تول واکسینونه بیشیر شوی دی.

متمم ویتامین A (T) / دویتامین (T) متمم:

اطفال ٦-١١ ماهه : ١٠٠,٠٠٠ واحد بين المللى

اطفال ۱۲-۲۳ ماهه : ۲۰۰,۰۰۰ واحد بين المللى

د ۱۱.۶ میاشتې ماشومان: ۱۰۰,۰۰۰ بین المللی واحد

د ۲۳-۱۲ میاشتی ماشومان: ۲۰۰،۰۰۰ بین المللی واحد

فاصله میان دوز های ویتامین A (T):

دویتامین (آ) ددوزو ترمنځ فاصله:

وز سوم / دریم دوز	دوز چهارم / خلورم دوز

تمام اطفال به شیر مادر، سبزیهای سبزرنگ و میوه ضرورت دارند.

تبول ماشومان دهور شیدو، شنه پانی لرونکی سابه او میو ته ضرورت لری.

بخ معین برای واکسین سرخکان / دشری دواکسین تا کل شوی نیته:

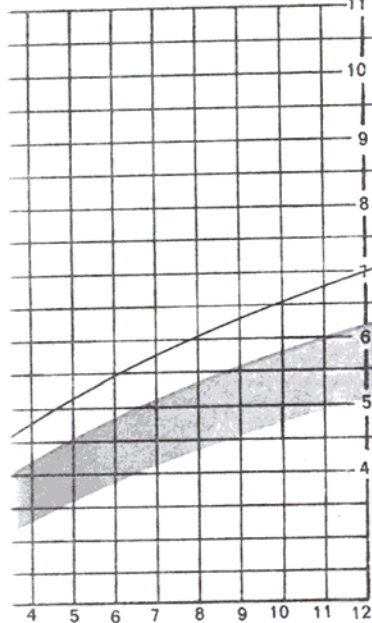
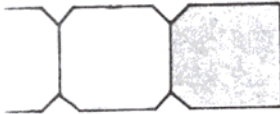
Sick & died

تعداد برادران و خواهران بیمار مرده.

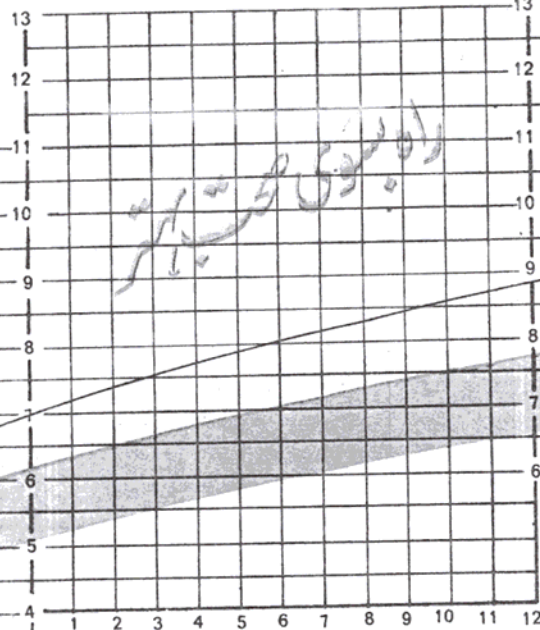
[illegible]C6-6



Fair      Poor      Serious



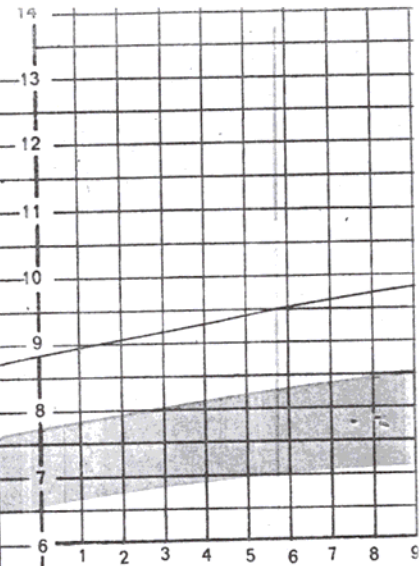
با توجه به این تغییر در وضعیت ناوشت



Second year

سال دوم

توصیه های غذایی: (روزانه ۳ لی با توصیه شود)  
- تمام غذاهای که دیگر اعضا خانواده از آن استفاده می کنند برای  
- کودک داده شود. از اینکه ضرورت غذای کودک بیشتر از بزرگسالان  
- است لذا به تغذیه غذا افزوده شود تا کمی در آن علاوه گردد.  
- حتی الامکان شیر مادر تا سن دو سالگی ادامه داده شود.



Third year

غذا بخورند چونکه معده آنها کوچکتر  
تر غذا ضرورت دارند.  
میزانهای مخلوط به شمول مقدار زیاد  
نریجات را صرف نمایند.

ر را به دقت مشاهده نمایند  
نمای طفل را نشان میدهند

خطرناک      بسیار خطرناک



وزن خوب میشت مکرر وزن بسیار کم شود مکن  
راه آنرا بسیار بید. براقبت دیگر ضرورت داشته

سال اول

توصیه های غذایی: (حد اقل روزی یک بار توصیه  
- در سن ۳ یا ۴ ماهگی، مایعات مانند آب پخته، آب پخته  
- در سن ۶ یا ۷ ماهگی: غذای نیمه جامد مانند قهوه ای،  
- بعد از شش ماهگی: تخم مرغ، پنیر، تخم مرغ، تخم مرغ  
- اگر شیر مادر کافی نباشد مکمل شیر دیگر به متوسط فا  
- از استعمال شیر و خشک خودداری گردد.



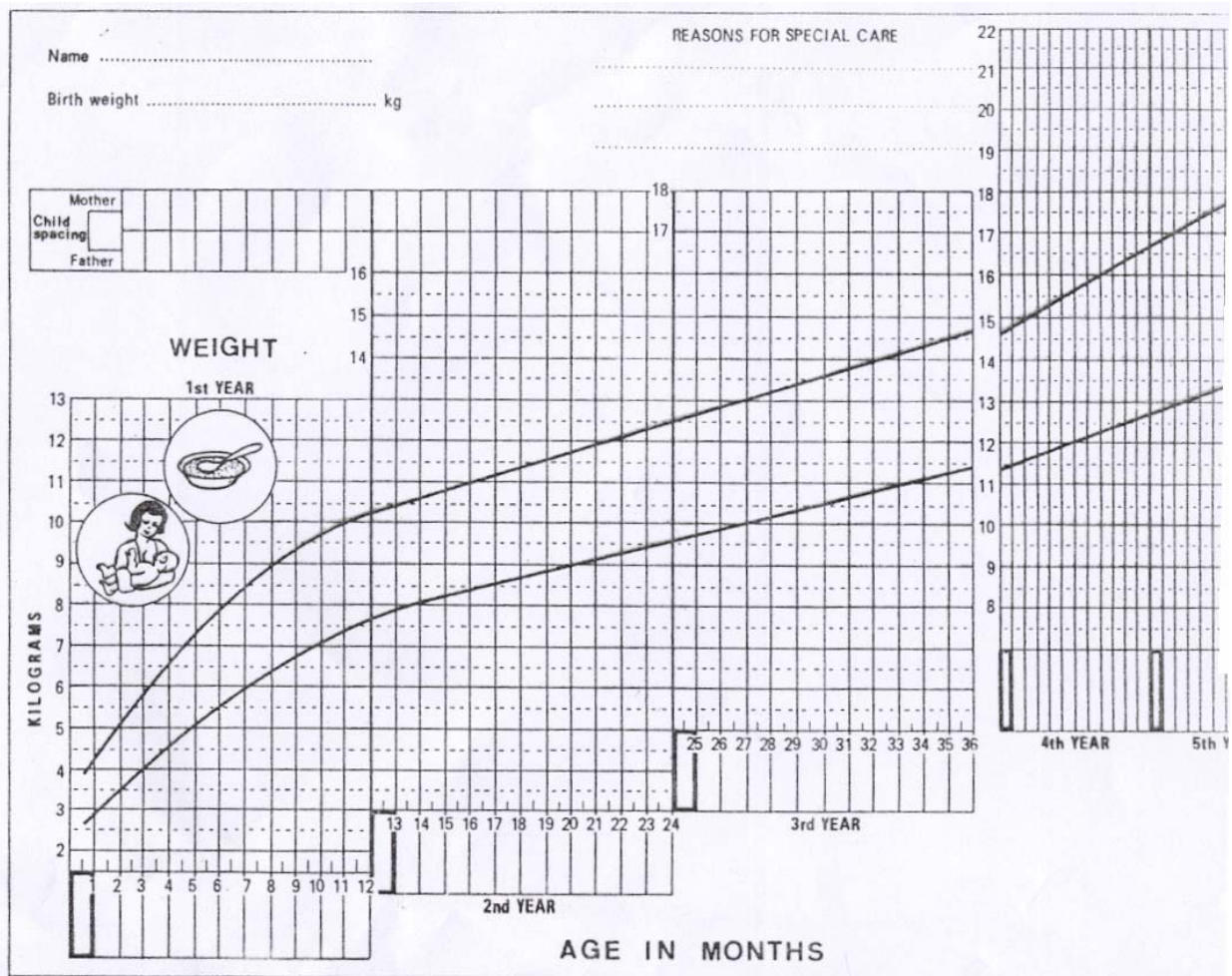


Fig. 14-6 Growth chart developed by the World Health Organization (WHO). The upper reference curve on the growth chart is the media and the lower line is the 3rd centile for girls. The 3rd centile curve is slightly below 80 per cent of the reference curve. In some weight charts the 80 per cent curve is used instead.

**Milestone 6****Activity 3: Family Tree**

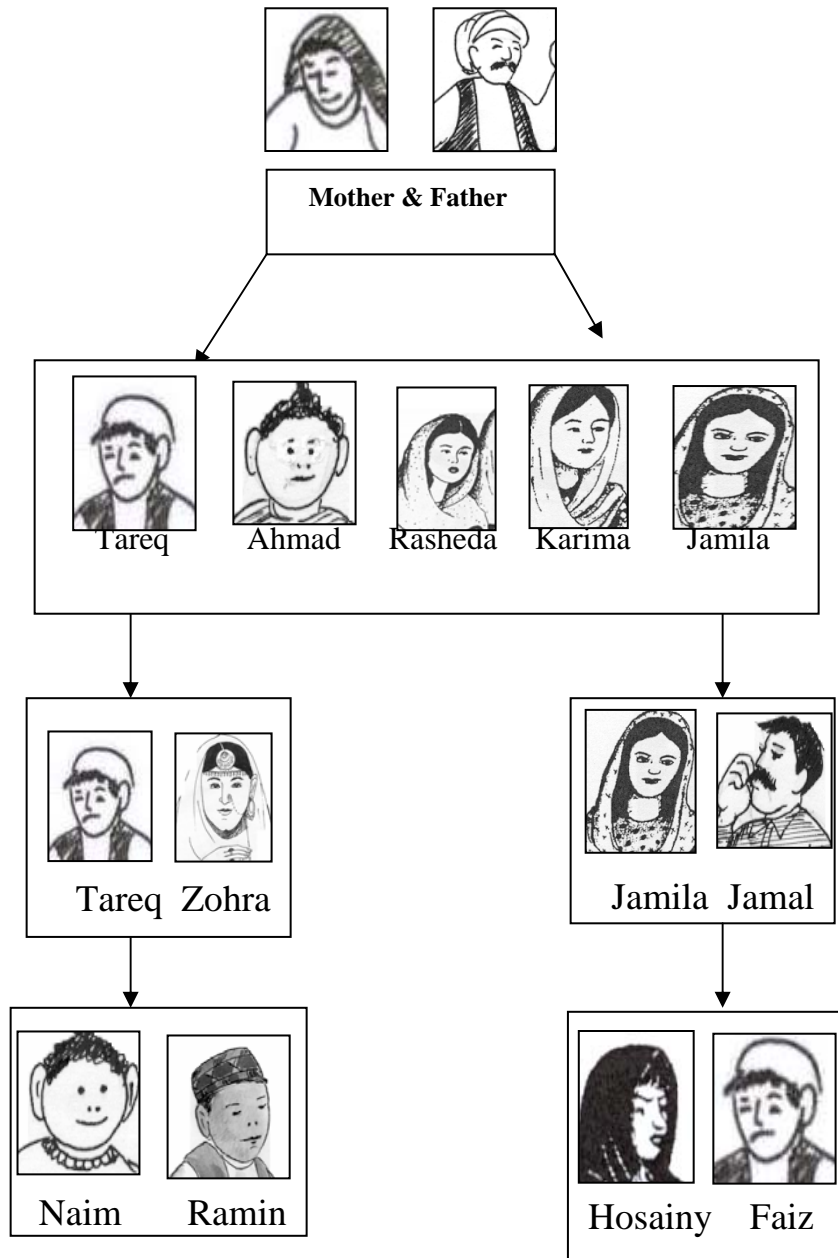
**Objective:** Learners will be able to put basic information in a table form

**Material:** pen and notebook

**Duration:** 45 minutes

**Activity:**

The facilitator should instruct the learners to draw their family trees individually in their notebooks as shown below and at the end each come to the front of the class and read the simple information clearly and answer the questions:





## Milestone 6




### Activity 4: Map

**Objective:** Enable learners symbolize basic information and describe them in detail.

**Materials:** Afghanistan map

**Duration:** 45 minutes

#### Activity:

The Facilitator should put Afghanistan's map in front of learners and ask them to read the brief information from the map and complete it. Then everyone should present her information to the others. If there are any questions, she should answer them. At the end, the facilitator asks them to show all the information (population, provinces, religion, exports, imports, etc.) symbolically and read them according to the symbols e.g. (population  (imports  (exports  ) etc. and at the end one of the

learners should read aloud the following information from the facilitator's book and the others should correct their written information.



Provinces	
Population	
Mountains	
Rivers	
Flag	
Weather	
Exports	
Imports	
Foresters	
Agriculture	

Afghanistan is an Islamic country and its population is 25 million; its flag is black, red and green. Its official emblem is designed by an ear of wheat, minaret, pulpit and an open book. Our beloved country has a moderate climate and it has a cold winter and warm summer. It has 34 provinces, high mountains, and roaring rivers. Our country's imports are: various types of machines, car, airplane, gasoline and etc. Its exports are: rug, carpet, short napped carpet, special sheepskin, handicrafts, dry and fresh fruits.

**Milestone 6****Activity 5: Vaccination Table**

**Objective:** Learners can be able to read and explain the table, explain the differences of each period and can judge regarding those who have negative opinion concerning vaccination.

**Materials:** Vaccination table

**Duration:** 45 minutes

**Activity:**

1. Facilitator should draw the following table upon a flip chart or board.
2. A few learners should come and talk and explain it.
3. They should write a paragraph about this table

Then facilitator should ask 3 or 4 learners to read their written information.

Age	Vaccination
Immediately after the birth	B.C.G tuberculoses
6 <sup>th</sup> month	First period: diphtheria + whooping cough + tetanus First period: Polio
9 <sup>th</sup> month	Second period: diphtheria + whooping cough + tetanus Second period: Polio
10 <sup>th</sup> month	Third period: diphtheria + whooping cough + tetanus Third period: Polio
14 <sup>th</sup> month	Measles

**Milestone 6****Activity 6: Children's Sound Upbringing**

**Objective:** The purpose behind this activity is for the learners to read the charts and select the topics from the charts and discuss it and respond to each other's questions.

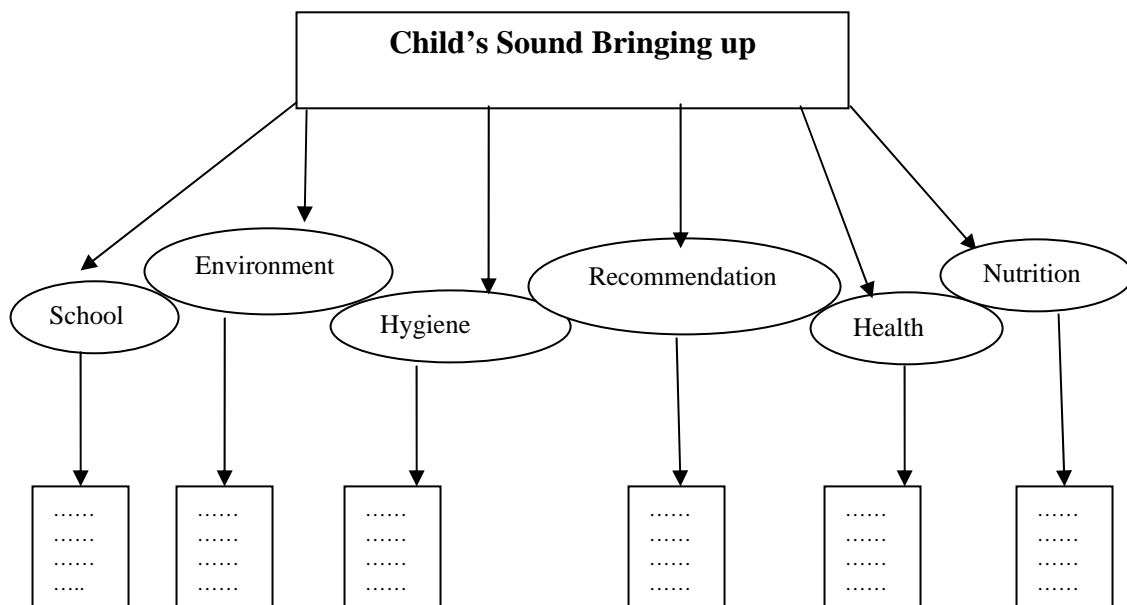
**Materials:** table with the main topic *Children's Upbringing*

**Duration:** 45 minutes

**Instruction:** The Facilitator should draw the following chart on a large paper and put it in front of the learners to read it. Then divide them into different groups and select a topic from the chart for each group to discuss and they should write why that issue is important for children's sound upbringing and how they can make it possible.

At the end, each group should represent their work. In case there is any problem, they can solve it by working with other groups and if not, facilitator should help them to solve it.

*Sample of chart:*



## **Milestone 6**

### **Activity 7: Understanding Feelings about a Case of Illness**

**Objective:** to improve and embolden the women's ability to talk about being pregnant and discuss their problems

**Materials:** Pen, notebook, black board and chalk

**Time:** 45 minutes

#### **Activity:**

Facilitator writes the title on the board:

#### **Case:**

*Karima is a woman who has given birth to 5 children. She suffers from anemia. During the interview we will ask her about her anemia and her dead child.*

#### **Role Play:**

One learner will play the role of Karima who has given birth to five children: four girls and one boy. Her last child died of anemia, lack of appetite, weakness and because they didn't get to the hospital on time. Her sixth new child died after an hour and now she wants to get pregnant again because her husband wants to have more than one son.

And the other learner plays the role of the doctor who advises Karima to get stronger and wait three years before she has another baby.

At the end the other learners will ask questions from Karima and the doctor.

For example: If the doctor advised Karima to take good food, the learner can ask why. Or ask Karima, Will she be able to convince her husband that she needs to get stronger before her next pregnancy? etc.

## Milestone 6

### Activity 8: Learning for Life Course

**Objective:** The learners will be able to give brief and complete information from a drawing.

**Materials:** Pen, notebook, board and chalk

**Duration:** 40 minutes

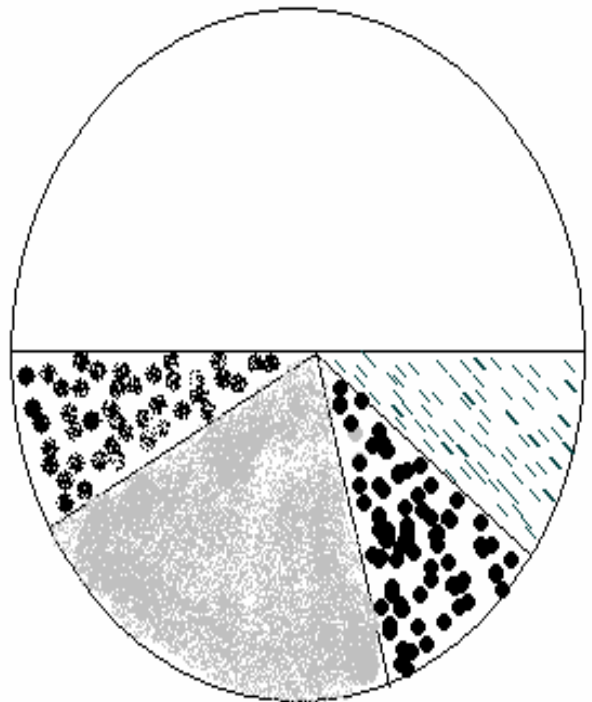
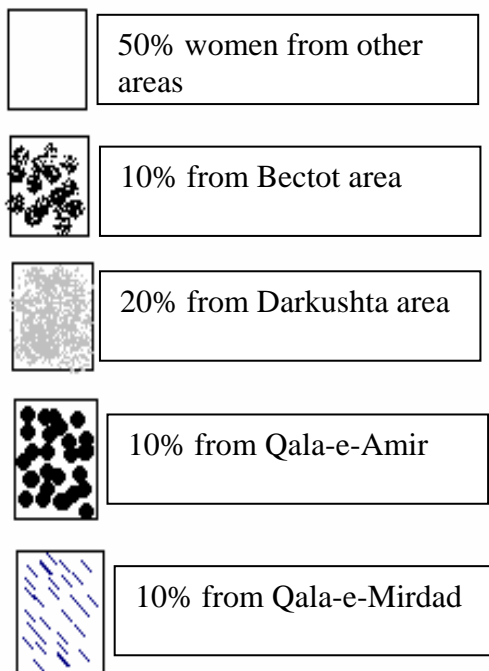
#### Activity:

Ask the learners to draw a circle and show the percentage of those learners who live in different areas.

For example: this circle shows that the 50 % of the learner are from Paghman and others are from different area. 10% are from Bectot of Paghman, 30% from Darkushta of Paghman, 10% from Qala-e-Amir and 10% from Qala-e-Merdad Paghman.

Information for the facilitator.

See the example on the circle below.



## Milestone 6

### Activity 10: Height Graph

**Objective:** Learners will be able to draw their height graph

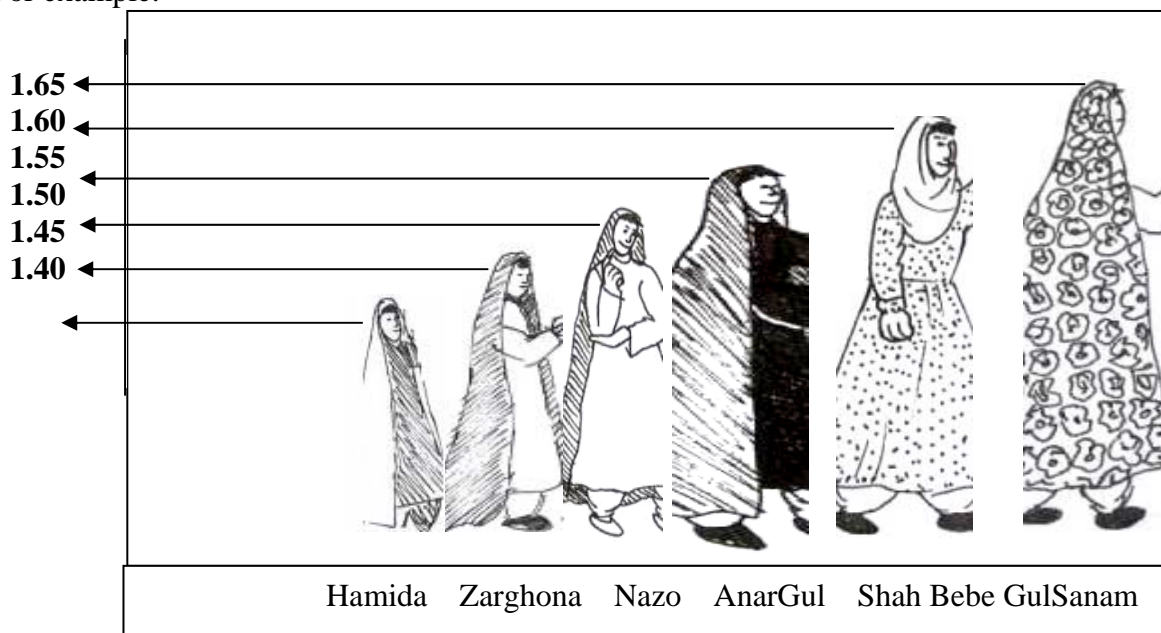
**Materials:** Notebook, pen and measuring tape

**Duration:** 45 minutes

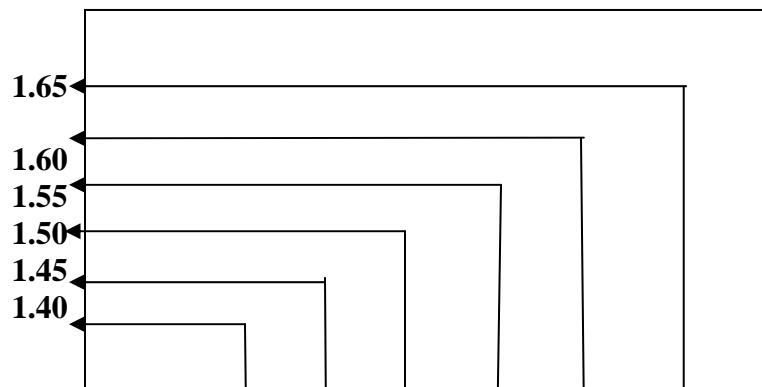
#### Activity:

The facilitator tells the learners to stand in order of their heights and measure their heights with the measuring tape, then note them and draw the graph.

For example:



**Note:** The learner can show the graph by lines too, as following.



## **EVALUATION ACTIVITIES MILESTONE 6:**

### **Evaluation 1:**

Students ask other learners' heights and show them in a graph.

### **Evaluation 2:**

The facilitator tells the learners to draw their family tree.

### **Evaluation 3:**

The learners will draw the number of men, women, girls and boys of their village in a graph.



## **MILESTONE 7: COLLECTING, COLLATING AND UNDERSTANDING DATA**

### **Objectives**

- Ability to conduct a simple survey
- Ability to collate information from survey or mapping exercise
- Ability to make inferences from the information/ presentation of the data

### **Activities**

Activity 1. Johari window ( 2 parts)

Activity 2. Profession ( 2 parts)

Activity 3. River rising ( 2 parts)

Activity 4. Crazy weather ( 2 parts)

Activity 5. My house every day (2parts)

Activity 6. Vaccinating chicken (2parts)

Activity 7. Survey questions

## Milestone 7

### Activity 1: Johari window

#### Objective:

- Develop a sense of trust in groups and openness while working in groups
- Correct each other in survey work through positive feedback
- Improve skills of communication in groups

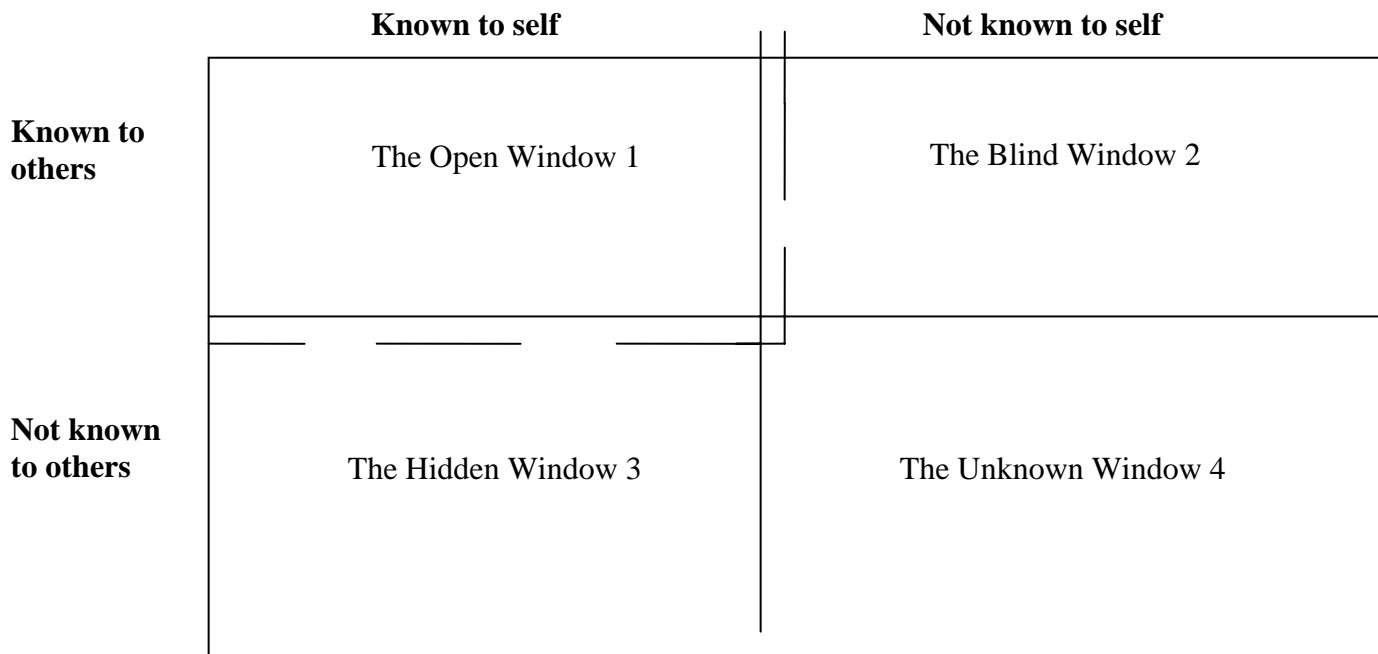
**Materials required:** markers, board

**Duration:** 45 min

**Preparation stage:** Before beginning this activity, the facilitator must read the material and understand the meaning of the activity. The facilitator is required to know how to draw the Johari window on the board so it will be visible for the whole class to work with.

#### Activity:

Draw a Johari Window (figure below) in the board.



Ask each student to draw Johari Window in her notebook.

PART A. Explain the function of how the Johari Window works:

WINDOW 1 is known to oneself and known to others. For example, Umeda is living with her parents and she is their only daughter. Umeda herself knows that she is the only

daughter and living with her parents. Likewise others know the same information. THE WINDOW 1 IS OPEN TO EVERYONE.

WINDOW 2. In this window there are characteristics that Umeda does not know about herself. However, others have observed her and know something about her. For instance, Umeda does not know that she gets angry and does not share information. She is blind to this about herself. But others have observed that characteristic and know that she does not share information and gets angry with the group. This area is not known to oneself but is known to others.

WINDOW 3. In this window there are characteristics that Umeda knows about herself. She keeps it to herself, and others do not know about it. It is only Umeda who knows about that information and no one else. The area is hidden. She keeps the information only for herself. For instance, Umeda would to study in Medical University. Only Umeda knows this.

WINDOW 4. This window is closed to everyone. It is not known to self and not known to others. It is unknown.

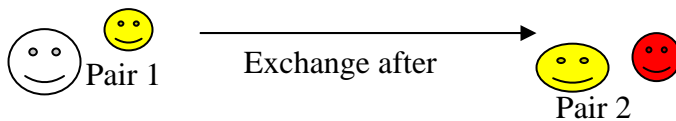
After explanation, and after checking that all the learners have drawn the window in their notebooks, follow the next step:

## PART B

Each person (the learners), working alone, fills the WINDOW 1 and as much of WINDOW 3 as they are prepared to reveal.

Once the windows are filled, each learner chooses a partner and explains what they have written in WINDOW 1 and 3. Then they invite their partner to give them feedback for WINDOW 2 for the period of five minutes (or longer if time is available). As the discussion takes place, the learners may gain new insight in WINDOW 4 and choose to make notes for themselves. It is a two-way activity, means both partners exchange the information to each others based on the windows.

Once the two partners finished the feedback, one of each pair chooses one more partner in the class to work with and for five minutes the same exchange of information happens.



When members have finished giving and receiving feedback, partners who worked with each other move to another group of partners and each member tells the group in one minute what they have learnt.

Next, based on what each learner learnt from the others, they may ask the partners if there is anything they would suggest to improve in their characteristics and the group can help them with that.

**Summary note for facilitator**

1. Summarize the activity by noting that this activity allow the learners to learn about each other, to learn the strengths and weaknesses of each other.
2. It is also helpful to learners to explore how to “open the hidden windows” to each other and to self through friends’ observations.
3. The Johari window not only lets learners study about each other, but also enhances skills of communication, positive feedback and helping each other to work in groups.
4. The Johari window helps learners gather information.
5. The more information is revealed, the more the windows become open to everyone.
6. It is believed that if group members know about each other more, it is easier to support each other in group learning.

## **Milestone 7**

### **Activity 2. Profession – Gathering Information**

#### **Objective:**

- To be able to gather information about different types of professions
- To be able to summarize the data and present it
- To respect and support each other's ideas during group discussions

**Materials:** board, chalk

**Duration:** 2 hours

#### **Activity:**

##### **PART A.**

**Brainstorm.** Facilitator writes on the board “Profession” and begins to gather the learners’ views. Next facilitator helps the groups get more focused by asking what professions exist in their own region. The topic has to be relevant to the context of the learners. Learners might name that there are professions of doctors, engineers, teachers, etc. Now depending on how many profession there are in the area, allocate each profession to a group. For example, GROUP A might gather information about TEACHING. GROUP B might collect information about engineers; GROUP C might collect information about doctors, etc. Once the groups are assigned to gather information on specific professions, assign the groups on following instructions:

- Gather information about each profession’s positive points, limitations and how many numbers of people in your area work on that profession.
- Describe the process of how you gathered the information. For example, a group may say they went to interview the person, some may say they have a book about specific profession at home to read, some may talk to friends, some may visit the community health centers to gather information about health workers. Creativity is encouraged.
- Summarize the findings/information by asking groups to write on charts and present to other groups.

#### **Note for facilitator**

This activity requires gathering information outside the class and visiting different places in the area. It can be done by interviewing some other people, close neighbors, friends, uncles, and people who are in different professions. In addition, the facilitator needs to note the group name, members’ names and what is the assigned role of each group member. The facilitator may encourage learners to find out as much information as possible about the assigned profession. For example if there are community health centers, hospitals or medical facilities that exist close to LFL classes, then encourage learners to visit those places so as to gain more information. For the profession of teacher, they can visit schools, etc.

**Part B.**

Once the groups have collected information about different professions from the area in which they live, they can prepare a presentation. The presentation of the groups can include the following questions:

- how did you collect information?
- what data have you gathered?
- how did you summarize different types of information?
- what have you learnt from the process of gathering information?
- how did you support each other?

Presentation of the groups can be done with an exchange of not only findings, but through a question and answer session, so it can be helpful for other groups to learn about different profession.

**Closure:** Tie up the group presentation by recapping the process of gathering information ( how did each group gather information and which source, where did they go, what strategy did they use). Summarize each presentation carefully and underline the problems that each group faced while gathering information. Continue to give feedback to the second and third groups. Request learners to post the group work presentation(s) on the wall for later reference. Ask learners to be creative if they wish to do such work and give them choices to pick different topics to gather information about.

## Milestone 7

### Activity 3: River Rising

#### Objective:

- Develop a sense of gathering information about problems and how to present in different forms

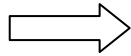
#### Activity:

##### PART A.

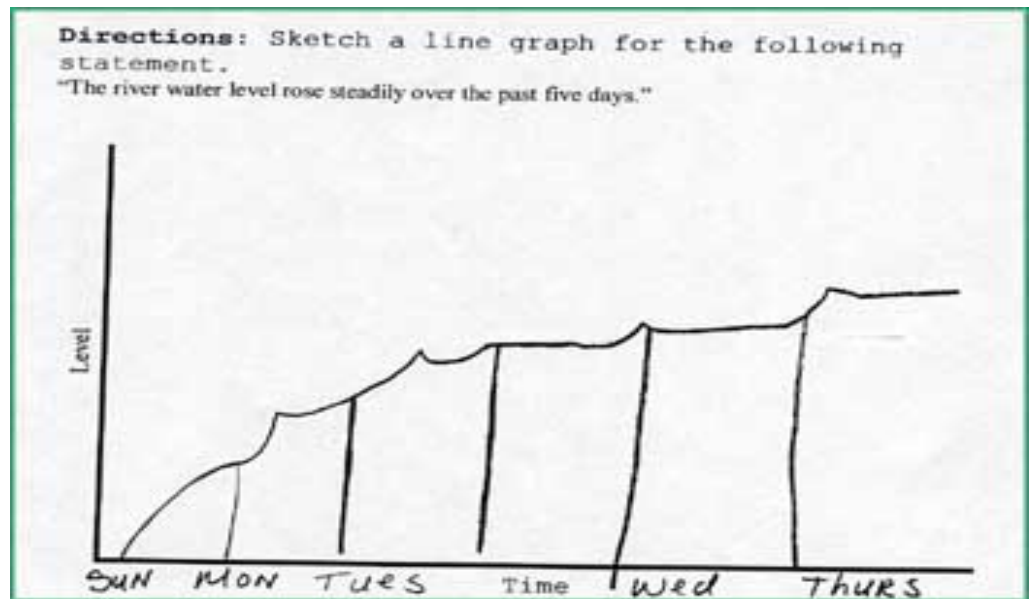
**Instructions for the learners:** Sketch a line to go with this statement:  
"The river water rose over the past five days."

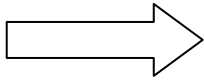
Read the statement to whole class. Ask for volunteers to go to the board to make their sketches. (The first time, you might draw an L-shape [x and y axis] for them to draw within)

Sample of how learners can graph the River Problem:

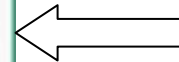
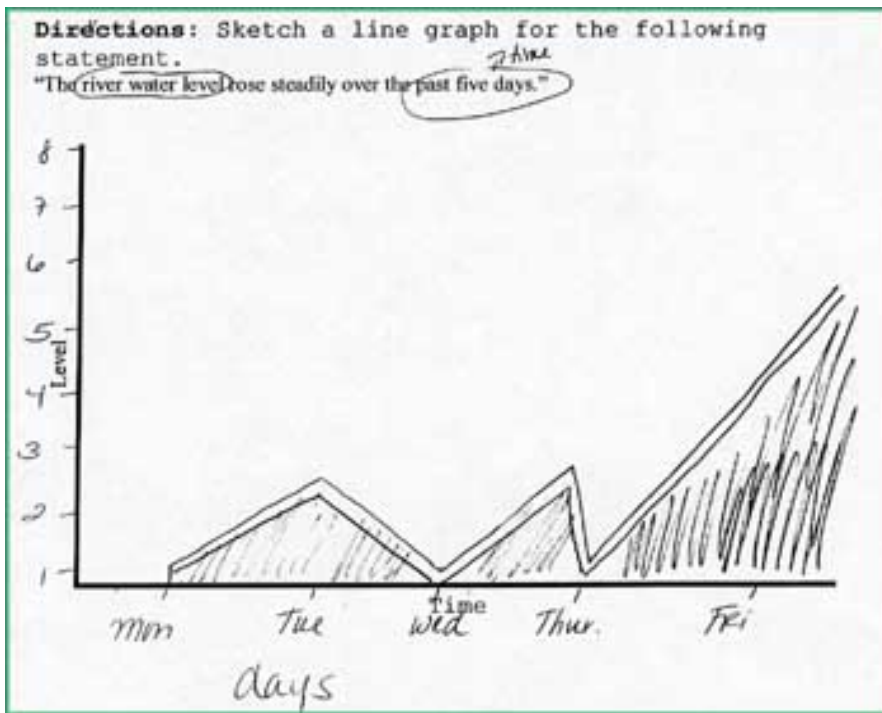
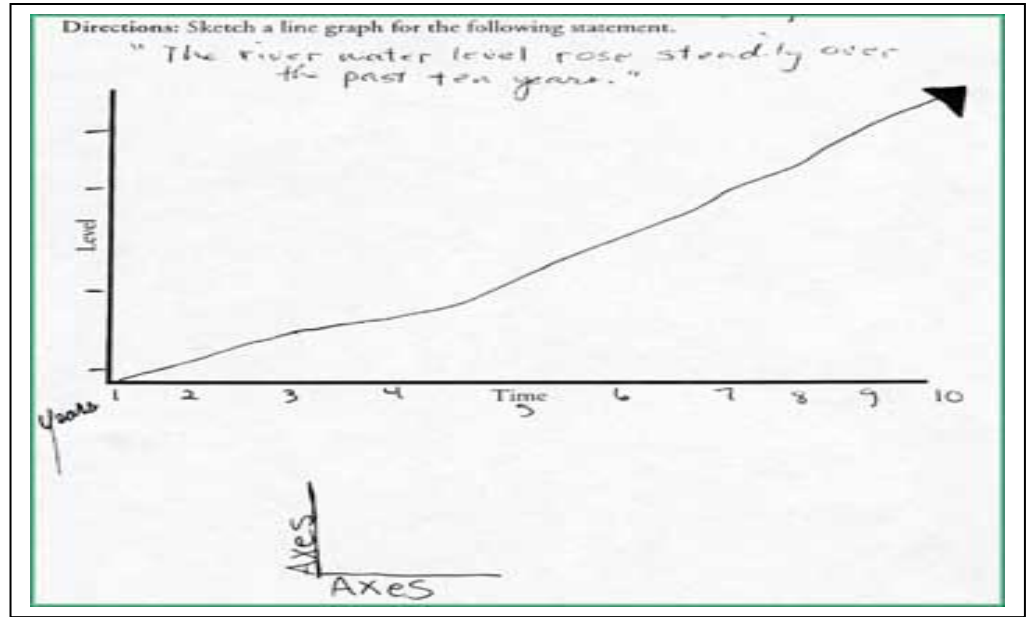


The following graph is showing how the level of the river water ( vertical axis) was increasing over five days (horizontal axis)



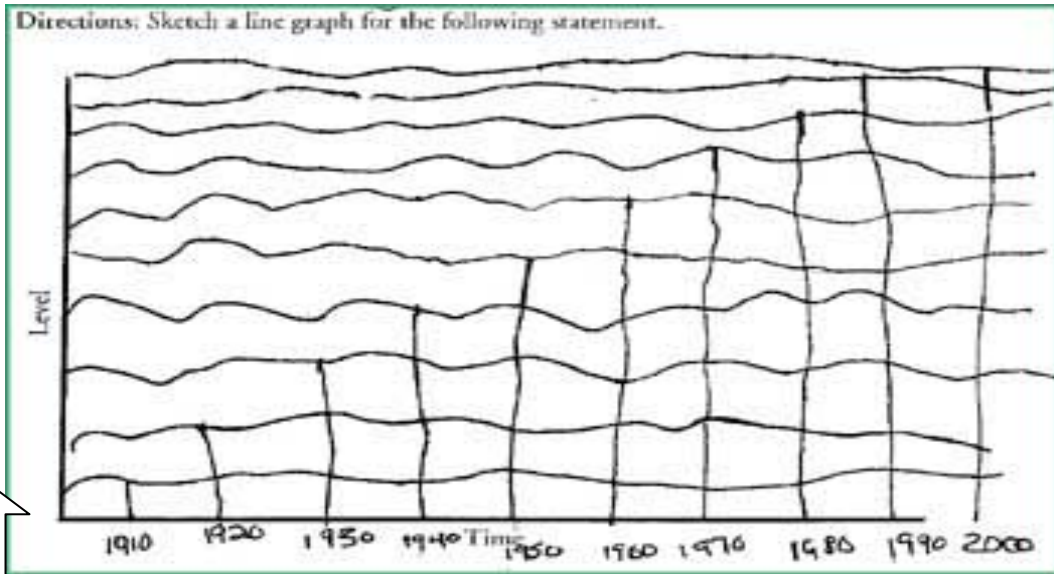


This sketch shows how water level rose over the past ten years.



Here you will see how the statement has been analysed. The statements of RIVER WATER LEVEL and has been looked in connection with the PAST FIVE DAYS.





The sketch above shows the water level changed over 10 years ( 1910, 1920, 1930, 1940, 1950, 1960, 1970, 1980, 1990, 2000)

Once the learners have practiced with different sketches and presentations of the same statements, ask the learners to draw two three samples on the board/or in their notebooks. Next step, each graph will be discussed while the whole class considers what data is presented and what the different lines means. Facilitator explains more in detail to the participants.

You may see various points on the graph, particularly if the line changes direction. Ask learners to verbalize what change in direction of the line signifies.

After some discussions and learners making their point, reach consensus on what the lines mean.

**Before moving on, ask learners to make a class vocabulary list from the words and phrases that have come up or were used in the stories, including rise and drop, no change, sharp increase, sharp decrease. Post this list.**

### **Part B: Open discussion on labeling:**

In all of the graphs that they sketch, labels help the readers. Work with the class to label and title the graphs you have made so far.

Labels help the reader of a graph know what is pictured so that in addition to looking at the shape of the graph with attention to change–increase, decrease and no change–there is a context within which to view the graph. Labels can be used in different color cards, so to show clear understandings of the labeling.

During this lesson, learners might raise questions about the numbering and spacing along the horizontal axis. This is an important question. If learners don't bring it up, you can ask, "Would it change anything if I spread these numbers out or wrote them closer

together?" Ask students to speculate. During the next few lessons, they will have a chance to observe how these decisions have an effect on the reader.

After looking at the graphs and talking about the titles, you might want to say that by convention, graphs of change over time place the time on the horizontal axis, so that as we read from left to right, we can see what happened from beginning to end – very much like a story.

If time permits let the learners explore and work more to understand the labels in different graphs.

## **Milestone 7**

### **Activity 4: Crazy Weather**

#### **Objective:**

- Ability to sketch the graphs and make presentation of the graph
- Ability to present problems in different representations – graph development
- Improve skills of presenting data

**Materials:** Charts, different color pencils

#### **Activity:**

**Note:** Follow the previous lesson on how a problem can be represented by a sketch. Requesting students to refer to the previous lesson and what exercises they have done in previous lesson will help to learn the current lesson. This is individual work and students are required to work individually.

Read the statement to the learners:

#### **Crazy Weather:**

Sketch a line that illustrates the following:

"The weather was crazy today! It was very cold in the morning, then it warmed up and by lunchtime it was hot. In the early afternoon a dark cloud covered the sky and by 4 PM it was raining and chilly. It rained hard, but by dinnertime it had stopped. The evening was pleasant."

Let learners take time to draw the sketch. Allow them to discuss with their classmates in the class, take notes from the charts and refer to previous class learning.

**Note:** It is okay if the learners make practice sketches, take copy from other sketches, make mistakes. This is practice for the learners and let them learn by their mistakes. To finalize the lesson, request learners to come to the board to present their own sketches and graphs in the board. The rest of the class listens and gives feedback, makes corrections and comments. Encourage the learners to do labeling as well, so all learners will learn by mistake and give feedback to each other.

**Milestone 7****Activity 5: My House Every Day****Objectives**

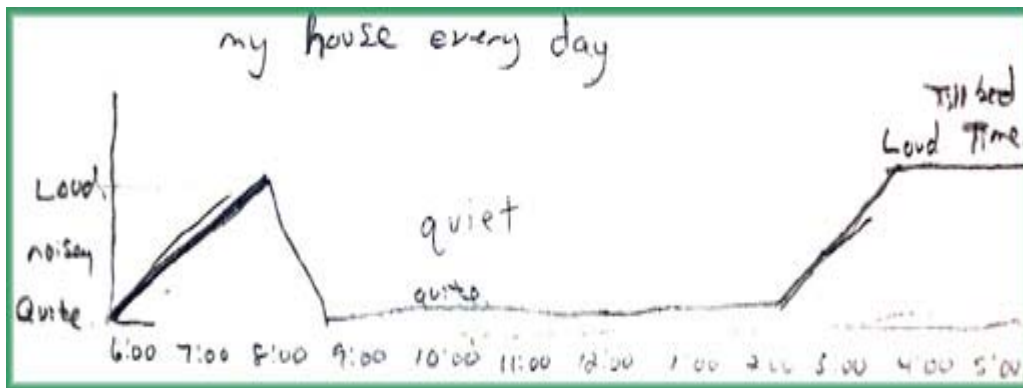
- Ability to present problem in different presentation – graph development
- Improve skills of presenting data

**Materials:** Charts, different color pencils

**Activity:**

**PART A.** As an extension activity “My house every day”, learners think of real-life examples to sketch and share. For example learners may think of indicating time in hours on x-axis and ‘quiet, noisy, and loud’ along the y-axis. Her line graph may show the change in noise levels in her house from six in the morning until five at night.

Below is the graph for the statement above. Please discuss this graph with the learners.



Once the learners looked at this graph,

ask the following questions:

- What do you understand from this graph?
- How do you interpret the graph?
- What are the labels in this graph? List them and tell the meanings.
- What are the signs of change in the graphs (increase, decrease, straight lines)?

**Part B.** Allow students to make notes (if they wish to do that) and pose a few statements for them to work on. For instance: Guests come to my house. How many guests come to my house over the period of one week? (x axis are the number of guests and y- axis is the days of weeks). How many cups of tea do I drink during one day? (x axis will be number of tea cups and y-axis will be amount of hours per one day.)

Creativity is encouraged and if learners would like to know more or have different questions to work on it follows the same process, posing different questions to them for small inquiry.

**Milestone 7****Activity 6: Vaccinating Chickens****Objectives:**

- Ability to make simple surveys from community problems and present the data in different forms

**Activity:**

**PART A. Statements:** A group of people who raise chickens might be uncertain about the value of vaccinating them. To see if vaccinating has been worthwhile, each person can report the number of her chickens that have died in a certain time. The results will be

<u>Chicken<sup>😊</sup> owner</u>	<u>Number hatched in January</u>	<u>Number that died</u>	<u>Vaccinated</u>
Rohila	12	6	NO
Malika	8	1	YES
Nigina	9	2	YES
Mezgon	6	5	NO
Faria	13	1	YES

followed the following pattern.:

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Once the group had discussion and has seen the table of vaccinated chickens, the class can do their own work.

**PART B.** The task will be to follow the same procedure to find out about the learners' own region and develop similar charts by making a small survey about people who raise chickens and value of vaccinating them.

## **Milestone 7**

### **Activity 7: Survey Questions**

#### **Activity:**

The learners begin the session by dividing into groups. The survey can be done with other topics and with different questions to cover. For example, you may have different groups of 4 people to do a survey of the followings questions:

Group 1. What is the food you eat most frequently?

Group 2. In the past year, what kind of sickness (es) have you and other women in your house suffered from?

Group 3. How many woman whom you know in your area have died in childbirth over the past year?

Group 4. How many hours do you spend working in your house every day?

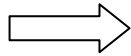
Group 5. How many female patients do you receive every day?

Group 6. In the past month, how many times have you been attending class?

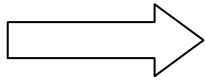
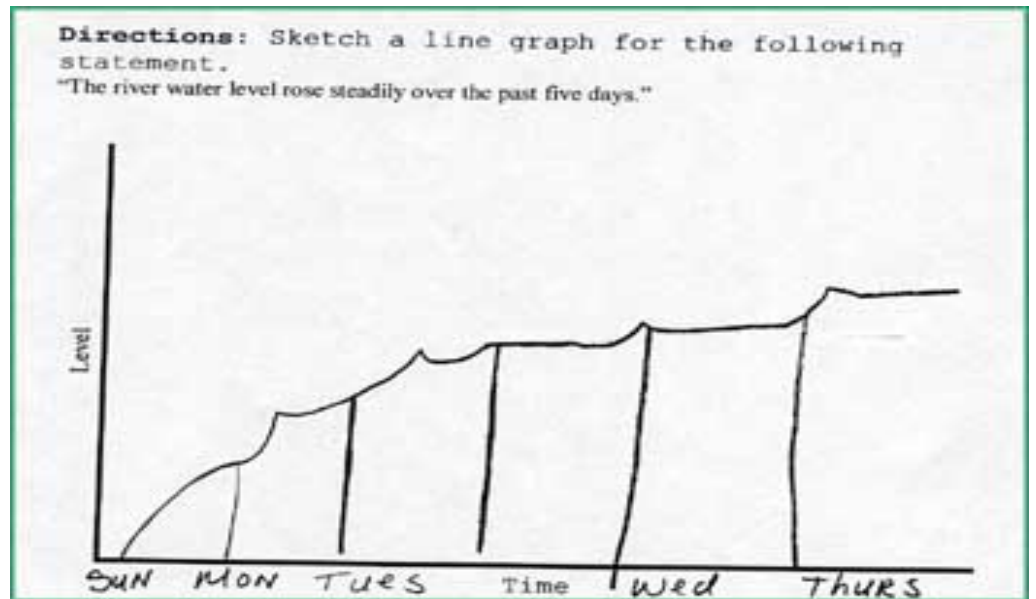
Group7. How many women whom you know in your area seek skilled care over 9 months of pregnancy?

Gather all the information from the groups by encouraging learners to use graph presentations with labels in their presentations.

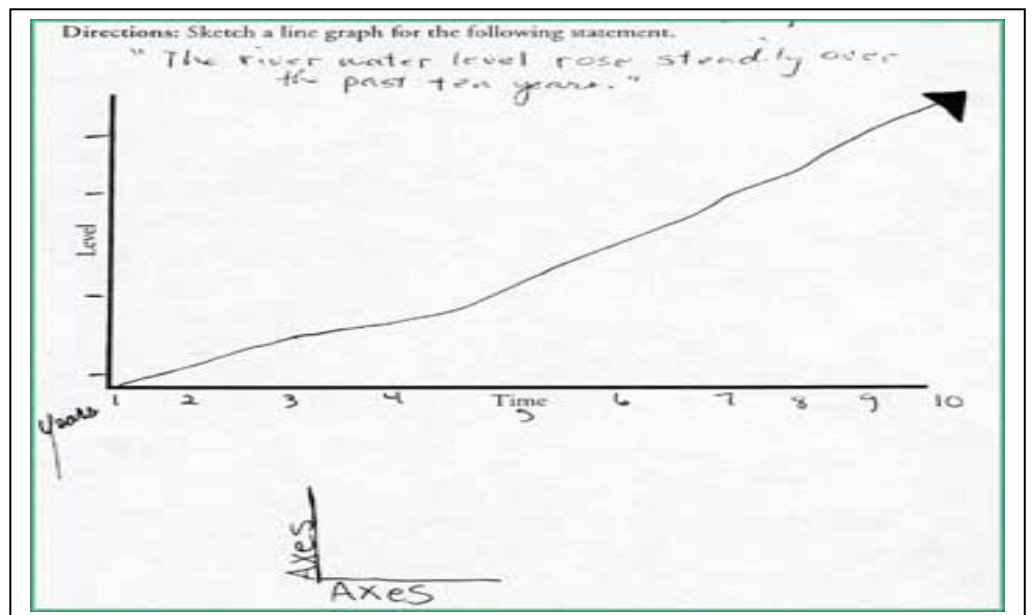
## EVALUATION ACTIVITIES

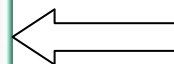
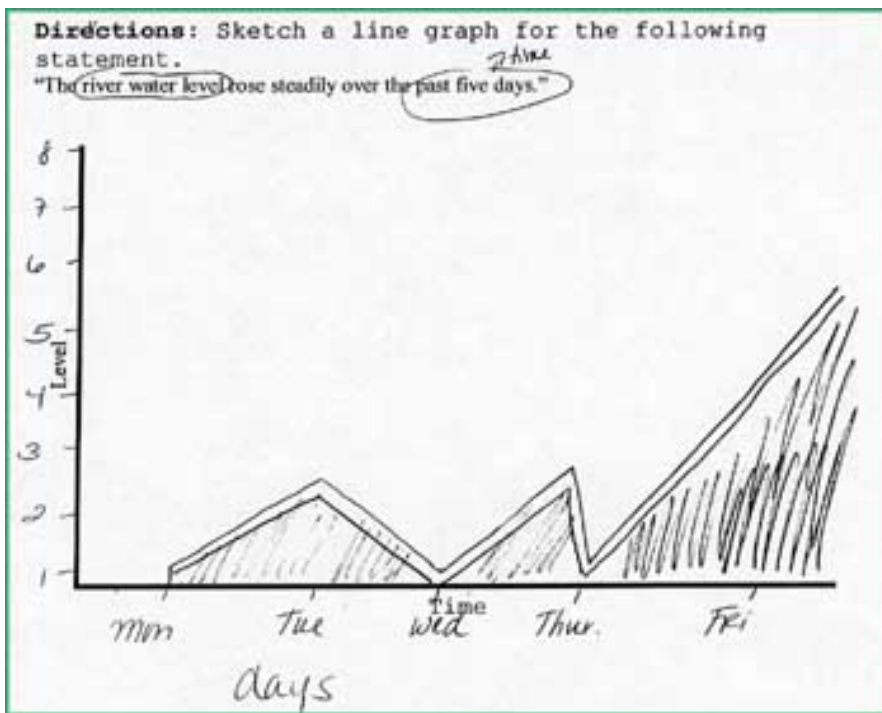


Describe in words the meanings of the graph

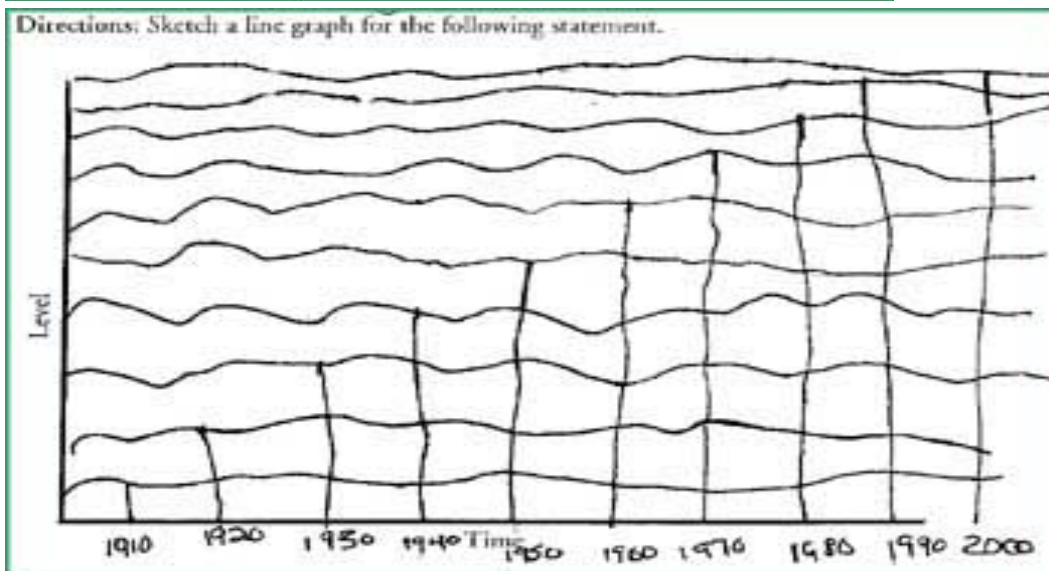


Describe in words the meaning of the graph

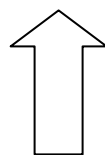




Describe in words the meaning of the graph



Describe in words the meaning of the graph





## **MILESTONE 8: OBSERVATION**

### **Objectives:**

- The ability to compare the objectives, events , situations and additional works
- The ability to conduct observation, to record the obtained information based practical and environmental experiments
- The ability to specify different stages in a process

### **Description of the Milestone:**

Throughout this milestone the learners observe and evaluate the stages included in a process. The process can be a common practice which will be conducted by the facilitator in the class or the facilitator might request the learners to divide the same process into stages. For instance: cooking food, boiling milk or something else. In addition, the learners will learn how to compare situations and events throughout this milestone.

## **Milestone 8**

### **Activity 1: Noticing Changes in Each Other**

**Objective:** Throughout this milestone, the learners will be able to find the differences and changes which have occurred in the appearance and features of other learners accurately.

**Duration:** 45 minutes

#### **Activity:**

To introduce this activity the facilitator can practice the following game with the learners, but it should be mentioned that the game should be done before beginning the first activity of this milestone.

#### **Role Play/Game**

The facilitator arranges the learners into A and B groups in such a way that the groups should stand opposite each other. Then each learner from both groups should be instructed to look carefully at someone who is standing across from her.

After the first observation, they all have to turn around. This time, group A should create some changes in themselves, for example they may exchange their chadors or change their rings from the left hand to their right hand, etc. Now instruct both groups to return to their previous position and tell each member of group B to look carefully at learners of group A and find the changes. Each learner should explain the changes which have occurred in the opposite learners one by one. If a learner from group B cannot describe the changes of her opposite learner, she should be fined by having to tell a joke or a poem, etc or something similar to this.

## Milestone 8

### Activity 2: Pictures

**Objective:** Throughout this activity the learners will observe a picture of a car accident and thoroughly will gain the skill in expressing logical reasons for the crash and solutions for the accident.

**Material:** A picture of an accident

**Duration:** 45 minutes

#### Activity:

The facilitator should give the following pictures to the learners and instruct them like this:

First of all, you have to list all the things which you see in the picture, such as a wide road, the vehicles are all damaged, and there is a forest near the road etc.

After the learners have listed the things they see in the pictures, ask them to read their lists and discuss it among themselves.

The learners should then be asked to join their sentences in order to find out the reasons why this accident has occurred. The learners should be encouraged to discuss these issues and if they need help, you have to help them.



## **Milestone 8**

### **Activity 3: Observing Things Which Are On Paper**

**Objective:** Throughout this activity the learners will gain the skill of observing carefully and listing the things they see. In addition, they will be able to write details about some specified things.

**Material:** Flip chart and a variety of available objects

**Duration:** 45 minutes

#### **Activity:**

The facilitator should put a white flip chart in the center of the class on the floor and ask the learners to put whatever they have in their hands on the flip chart, and then she should cover the first flip chart with another one.

Ask the learners to move around the flip chart like the movement of the hands of a clock, then display the mentioned things which have been placed on the flip chart and ask them to observe them for 2 minutes very carefully. After the mentioned time is over, ask the learners to sit and list the names of whatever they have seen.

In the second stage, ask the learners to choose their favorite objects and draw them considering all details. Then the learners should write about the details of the objects: What is it made of? What color is it? Have the learners ever had the same object or not? In addition, the learners should be to write about the usage of the objects as well. In the end, each learner should present the results of their observations to the class.

**Note for the facilitator:** The facilitator can summarize the above activity as following. As a result of drawing pictures, your mind strengthens and you will learn how to create positive competition. In addition, during practicing such kinds of activities the sense of curiosity develops and you will gain more skill in writing and observing things thoroughly.

## Milestone 8

### Activity 4: Comparing and Differentiating

**Objective:** Throughout this activity the learners gain skill in observing something very deeply. They will be able to find the major and minor changes and differences in the following pictures.

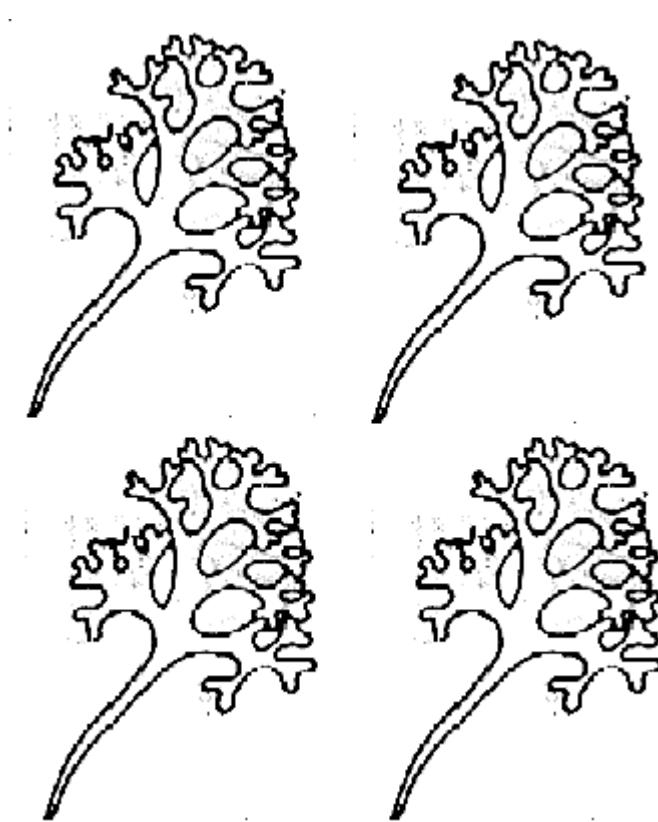
**Material:** Pictures, pens and the learners' note books

**Duration:** 45 minutes

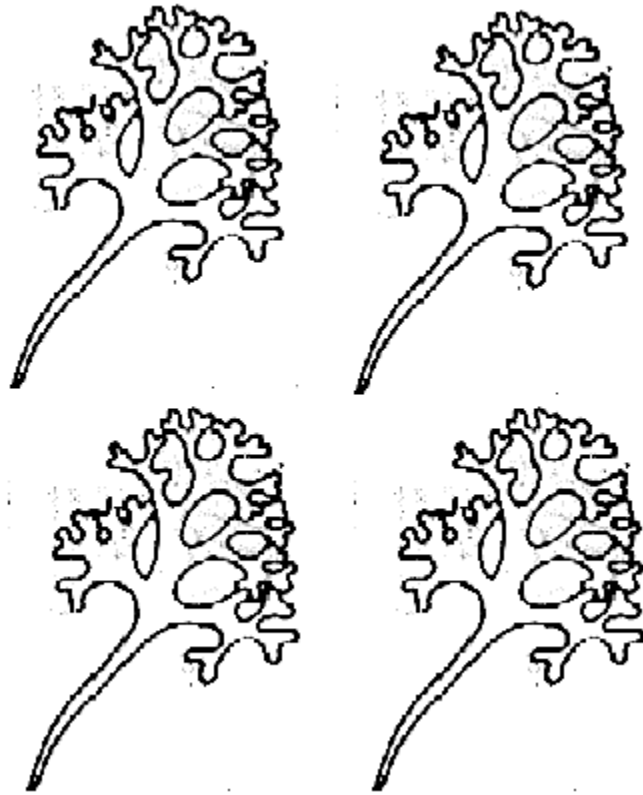
#### Activity:

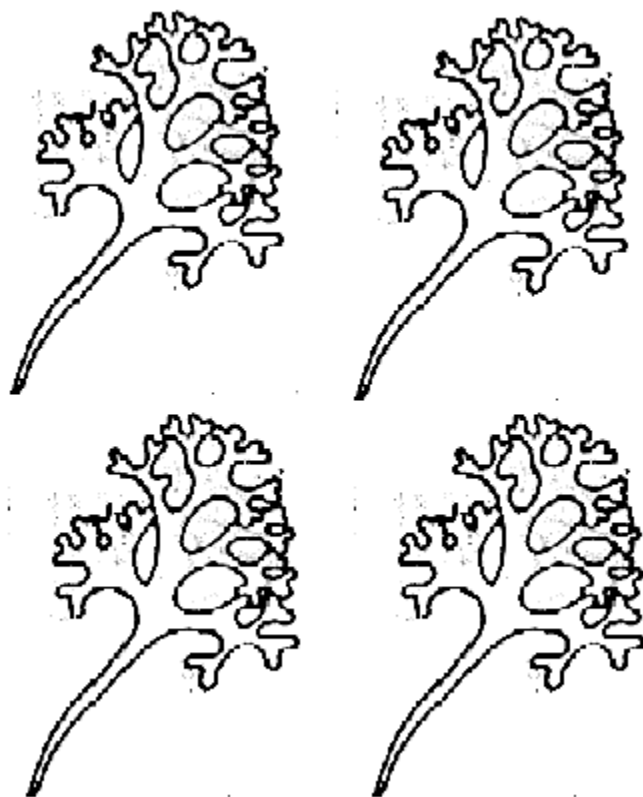
Observe the following pictures very carefully and find out the picture which is different from the rest.

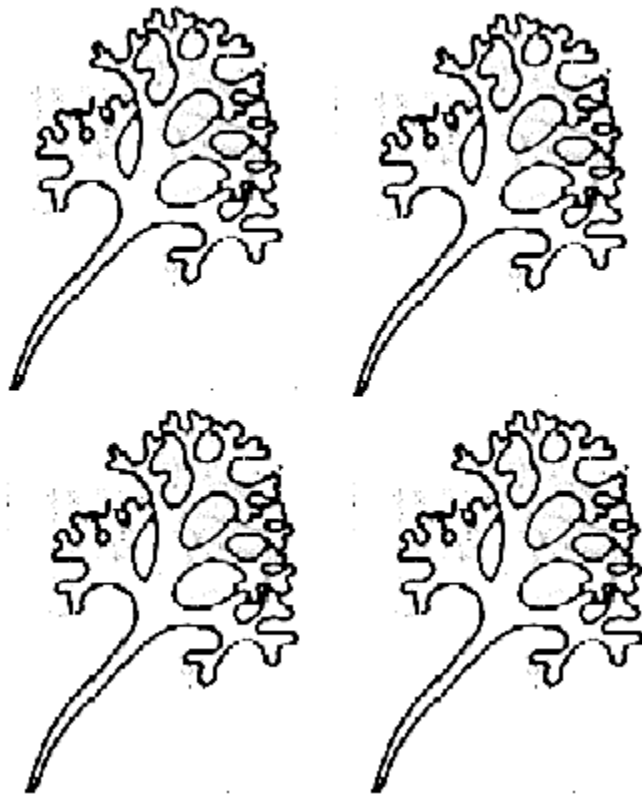
The pictures for the facilitator:



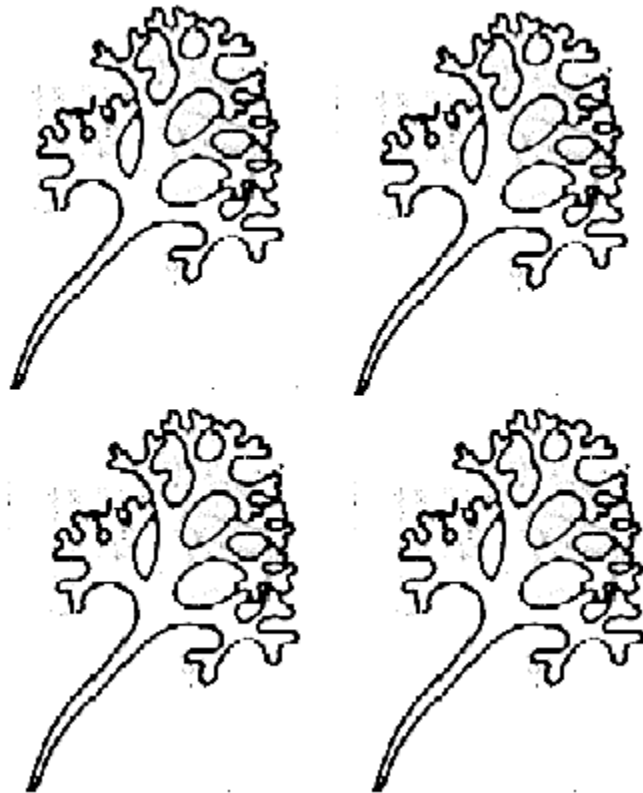
Ask the learners to draw two columns in their note books and write the differences of the following pictures in one column and the similarities of the following pictures in another column. You (facilitator) have to help the learners and cut out the next five pages and give each page to a group of the learners to do work on them by groups:

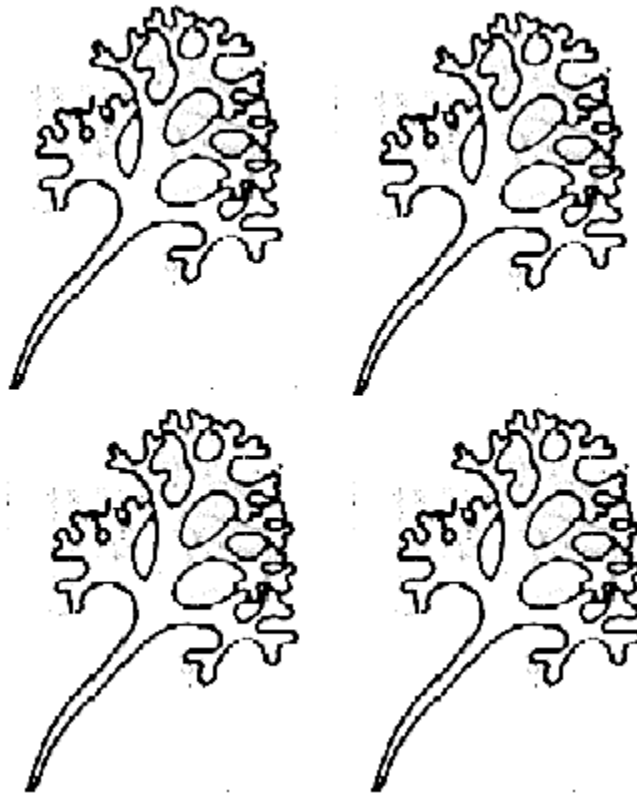












## Milestone 8

### Activity 5: Look, Count and Write the Names

**Objective:** The ability to find and write the names of the objects of the picture.

**Material:** pictures

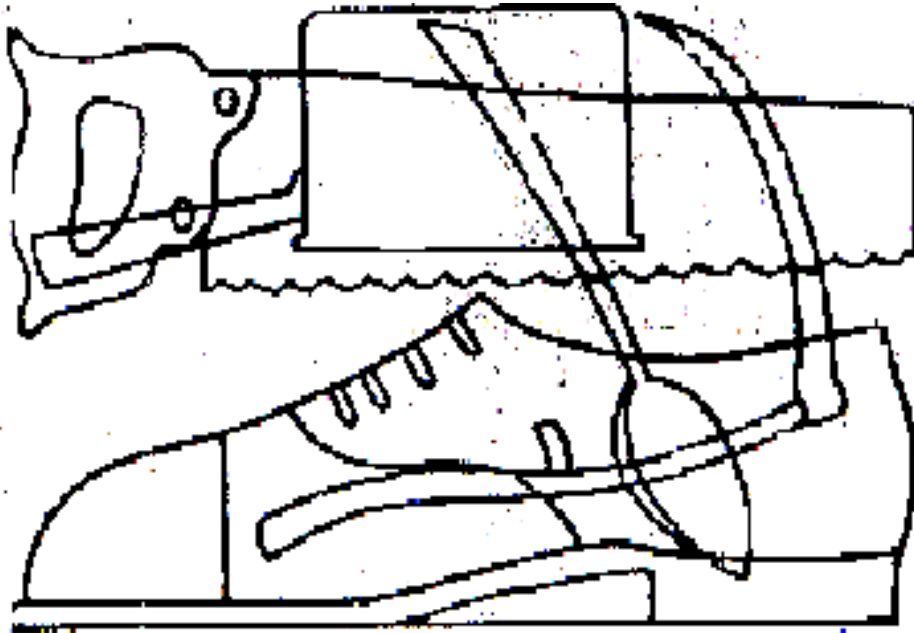
**Duration:** 45 minutes

#### Activity:

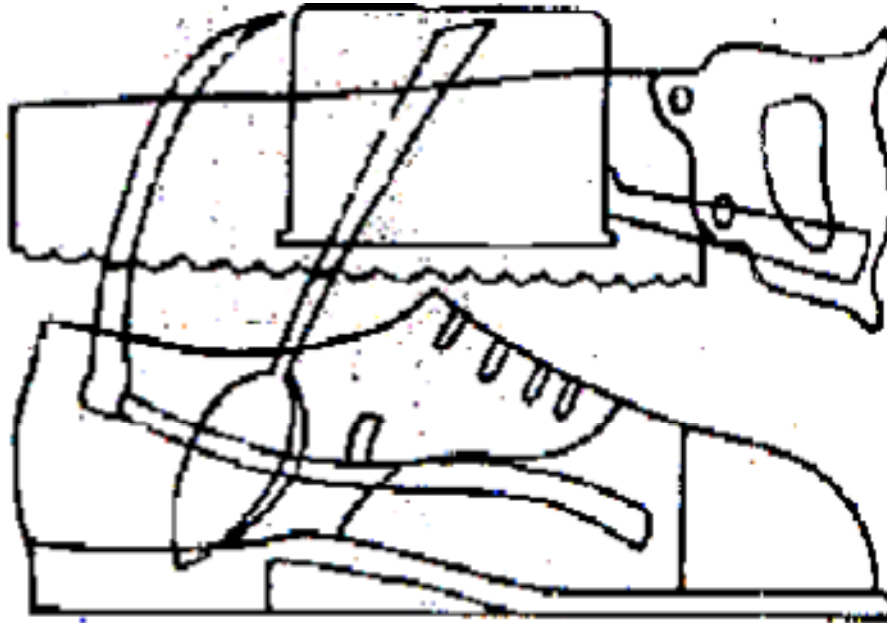
Divide the class into five groups and then give each group a picture. When they have finished observing the first picture and have reached a conclusion, give the next picture to them. Instruct the learners according to the instructions written below each picture. Ask the learners to first look at the pictures very carefully and secondly they have to count the names and thirdly they have to write the names of the objects shown in each picture.

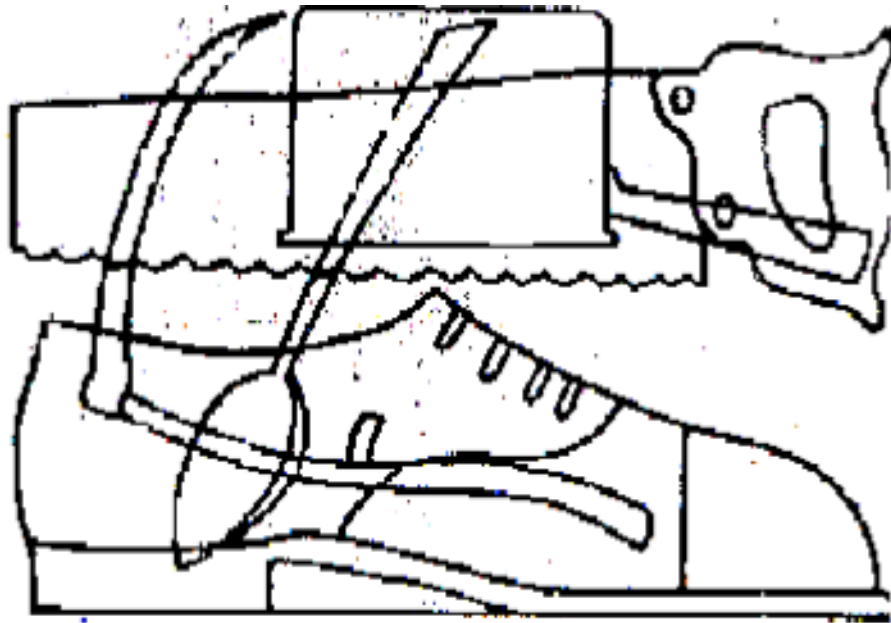
Throughout this activity the learners will be forced to concentrate on the pictures, name them and count them, as a result of which the learners' writing and reading skills will be developed.

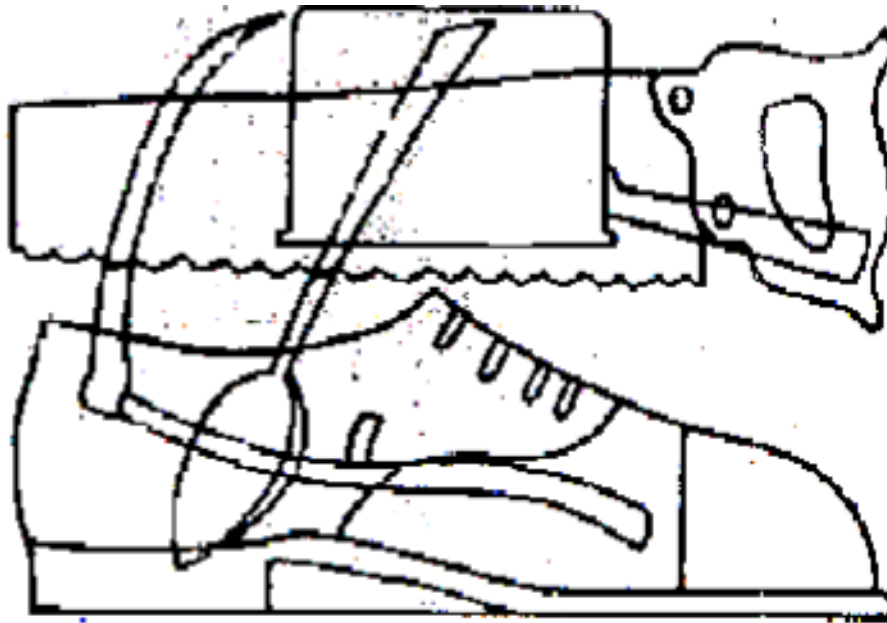
The first picture for the facilitator:

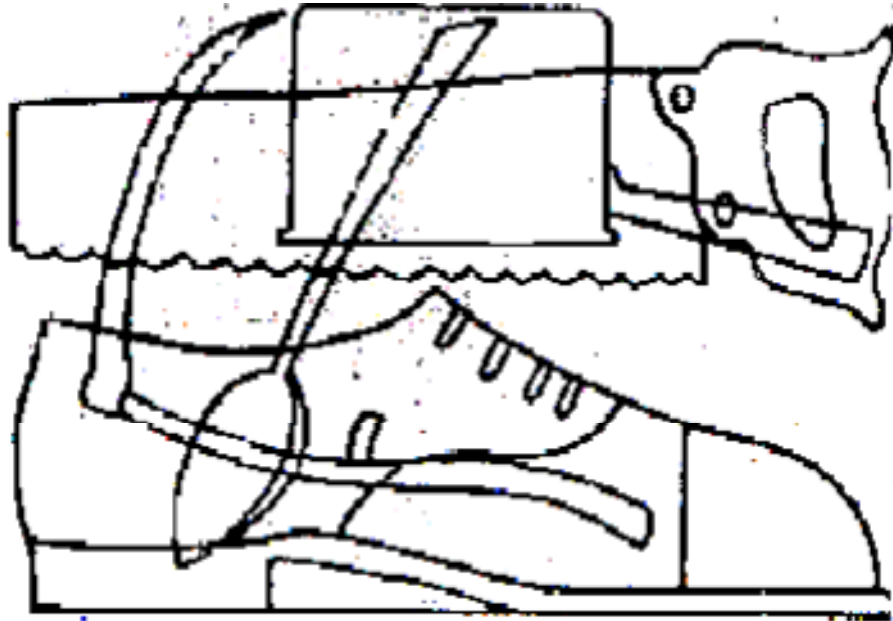


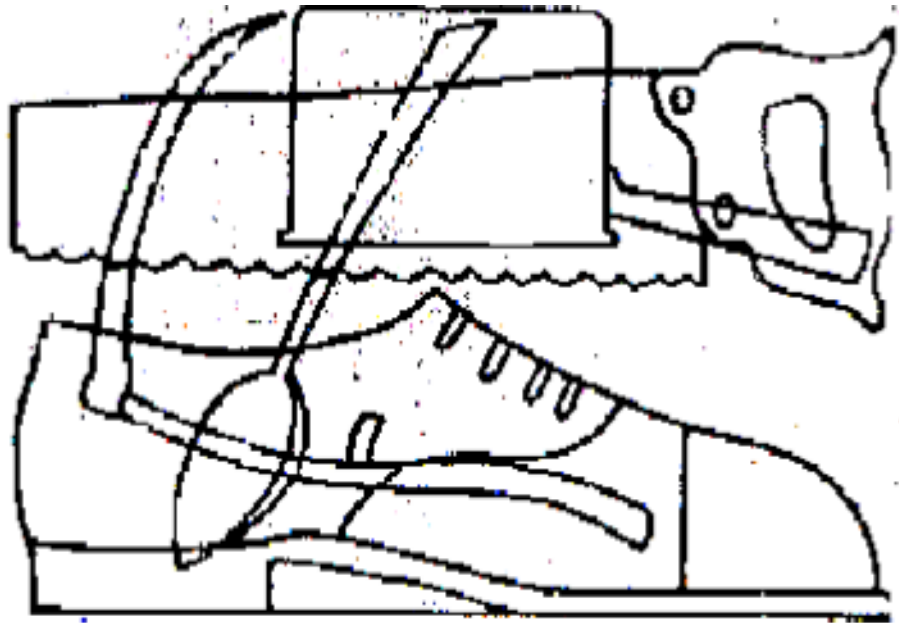
Note: Please cut the following pictures with scissors and give to the learner groups.





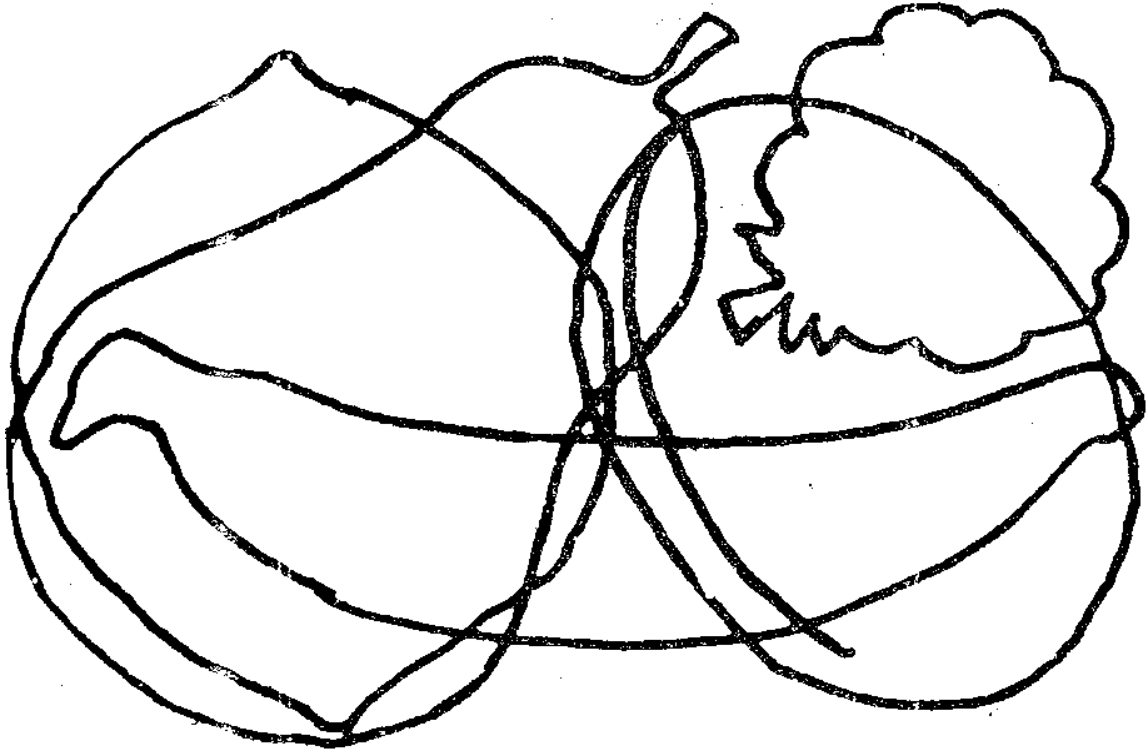




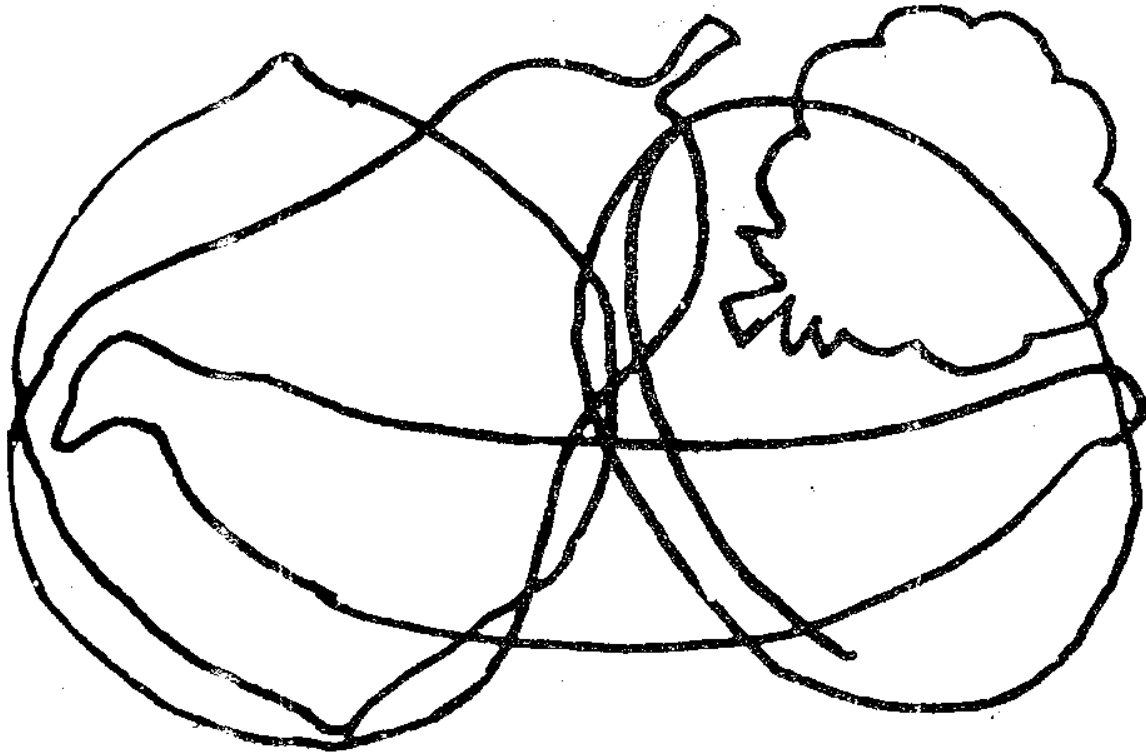


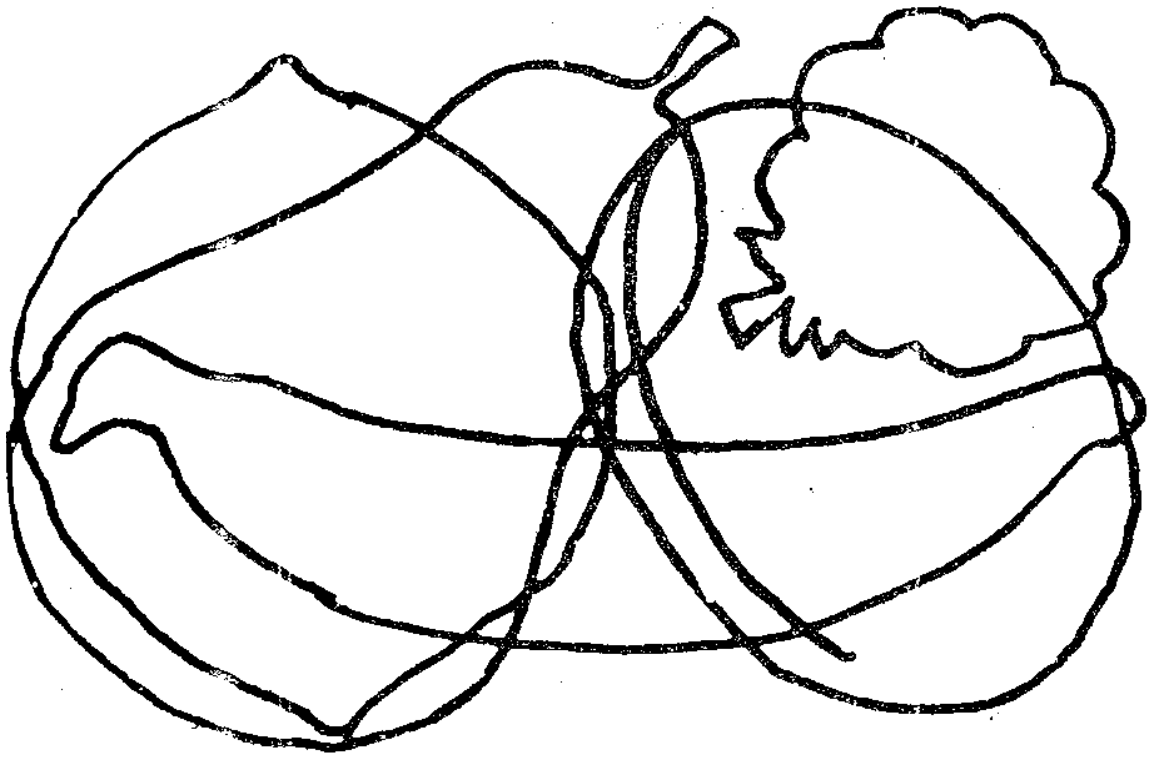


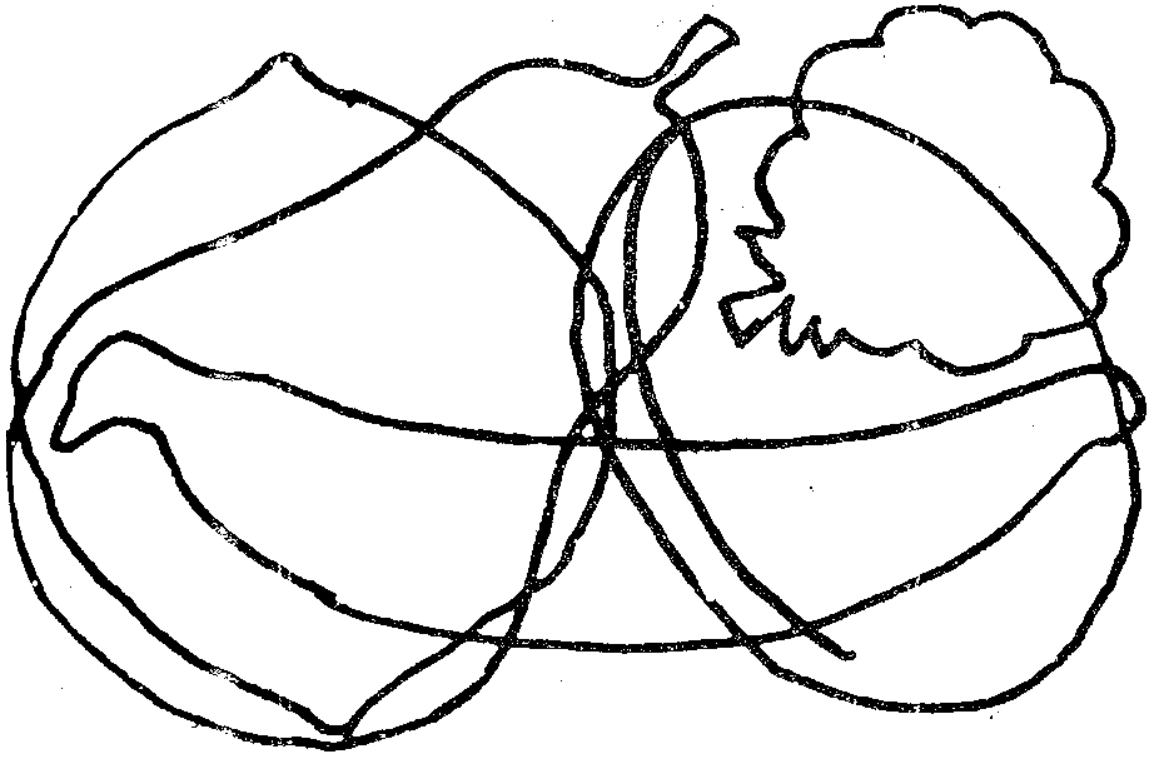
The Third Picture for the facilitator:

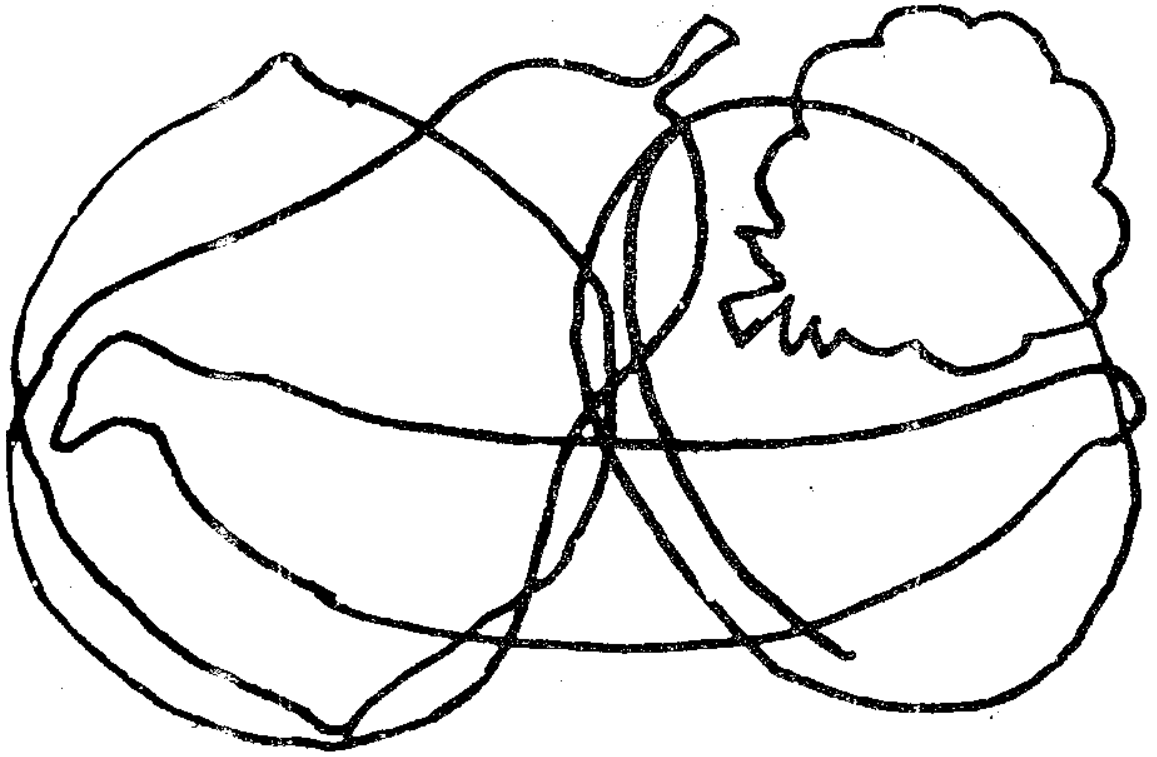


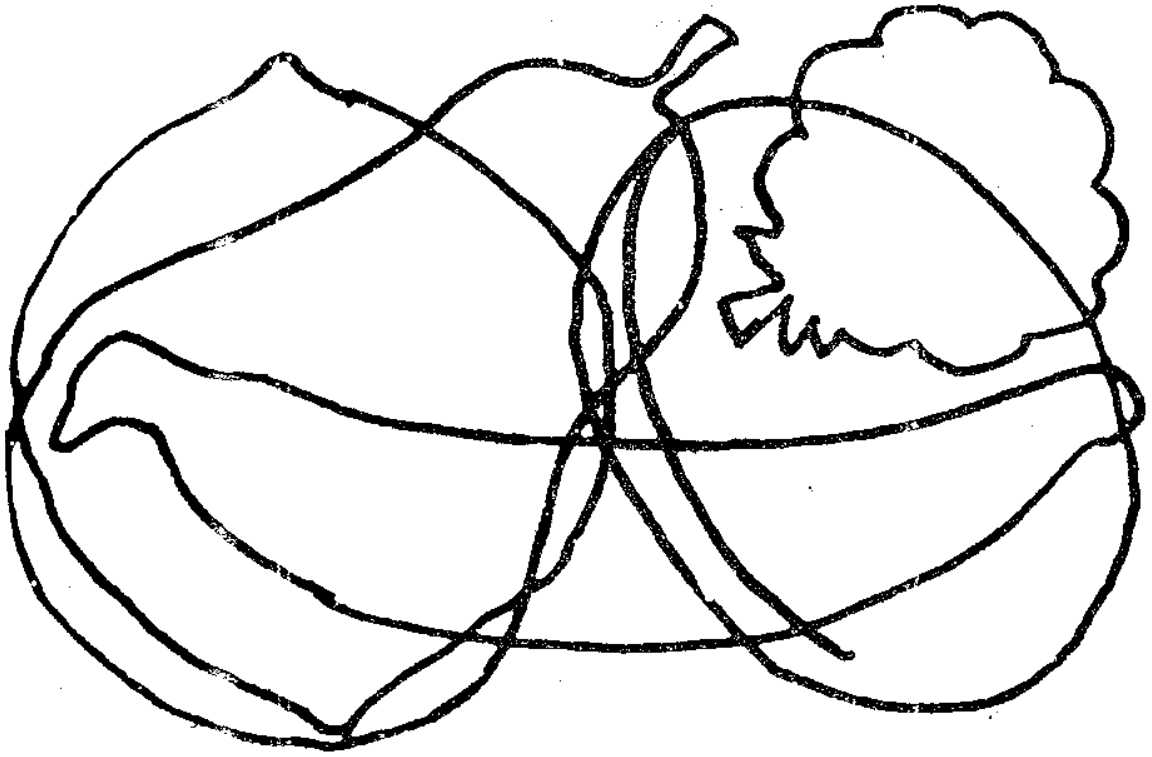
**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



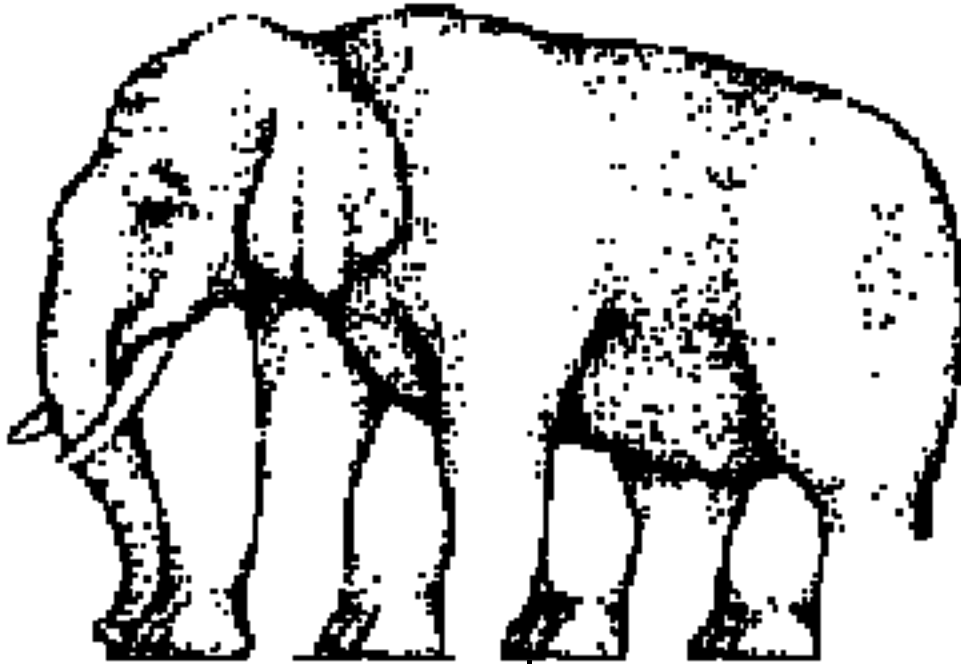






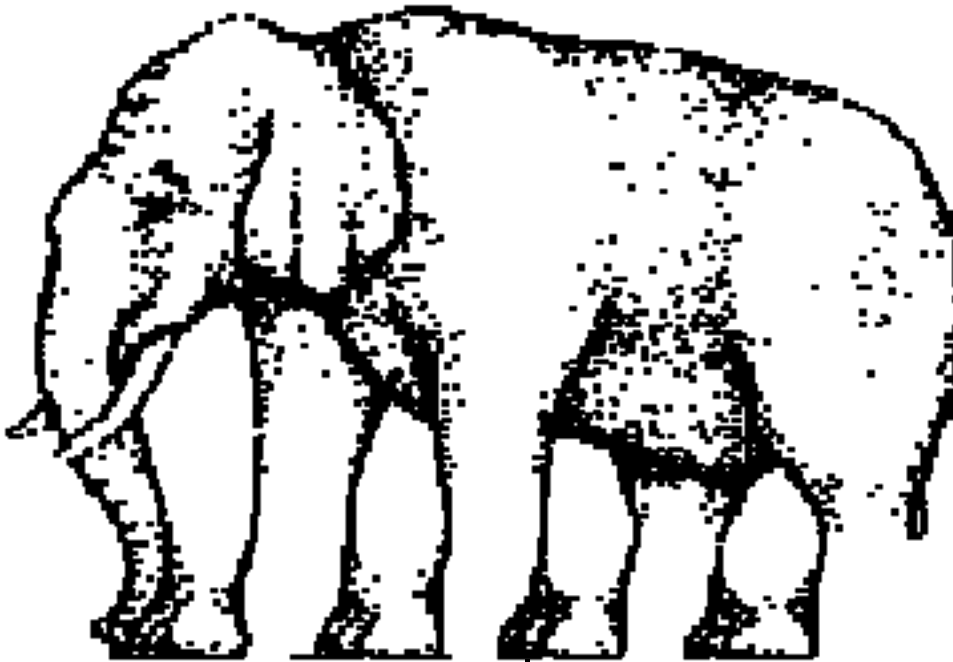


Picture for the facilitator:



Please observe the above picture thoroughly and see how many legs the elephant has.

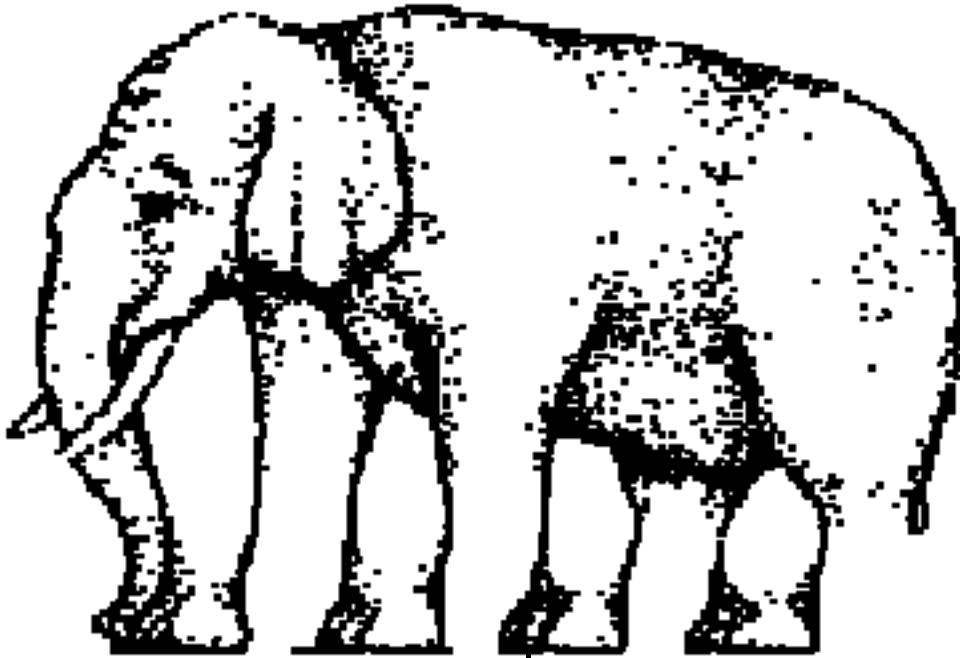
**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



Please observe the above picture thoroughly and see how many legs this elephant has.

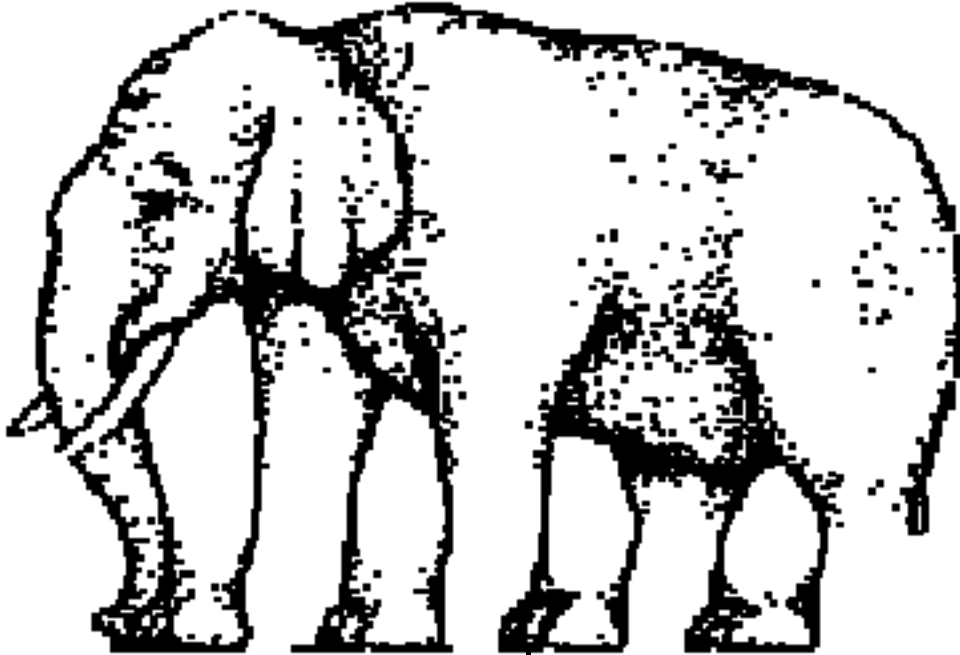






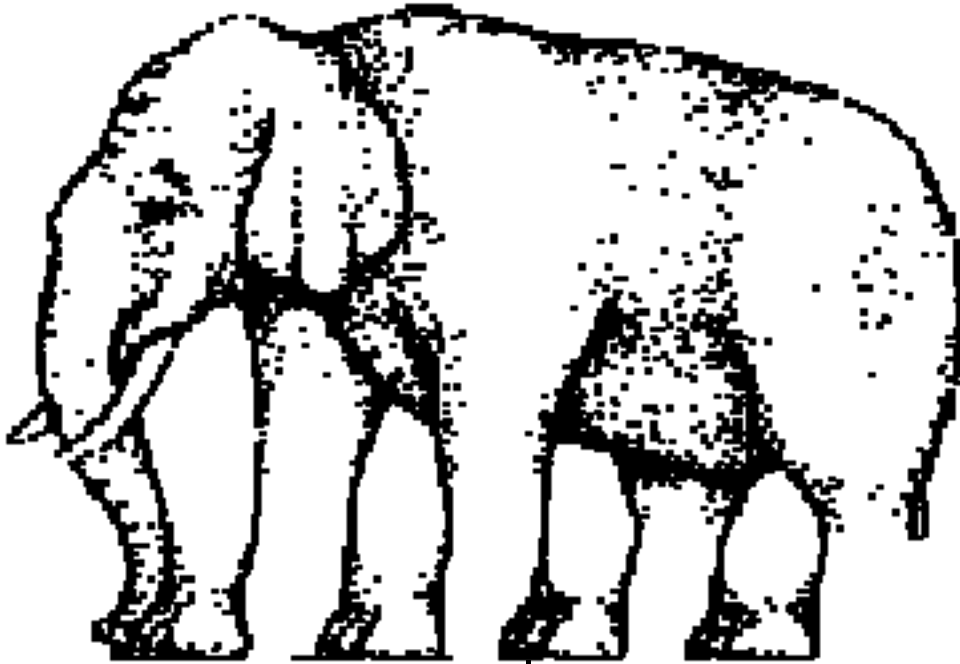
Please observe the above picture thoroughly and see how many legs this elephant has.





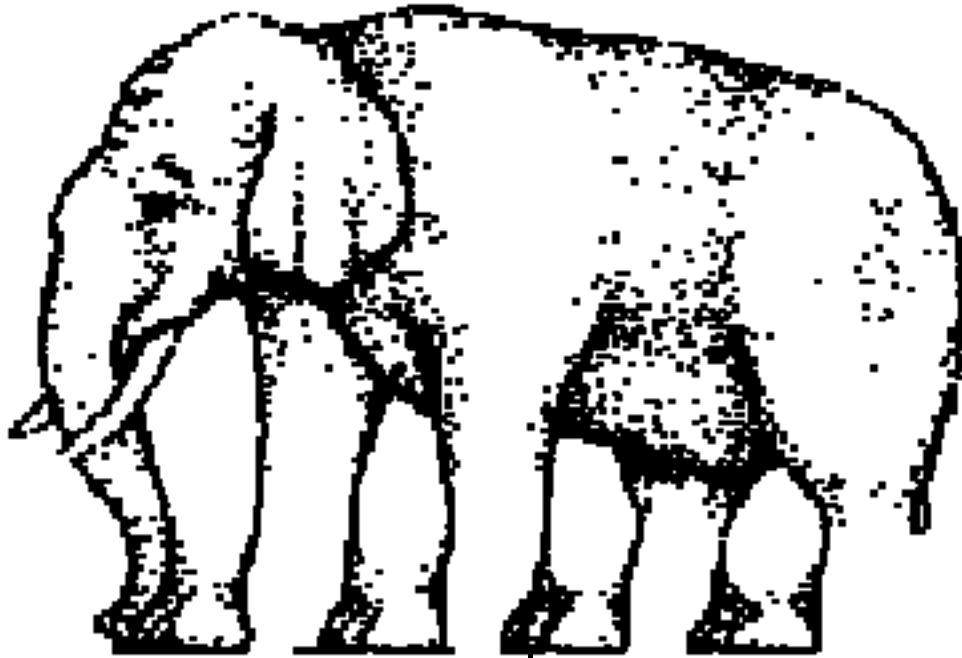
Please observe the above picture thoroughly and see how many legs this elephant has.





Please observe the above picture thoroughly and see how many legs this elephant has.

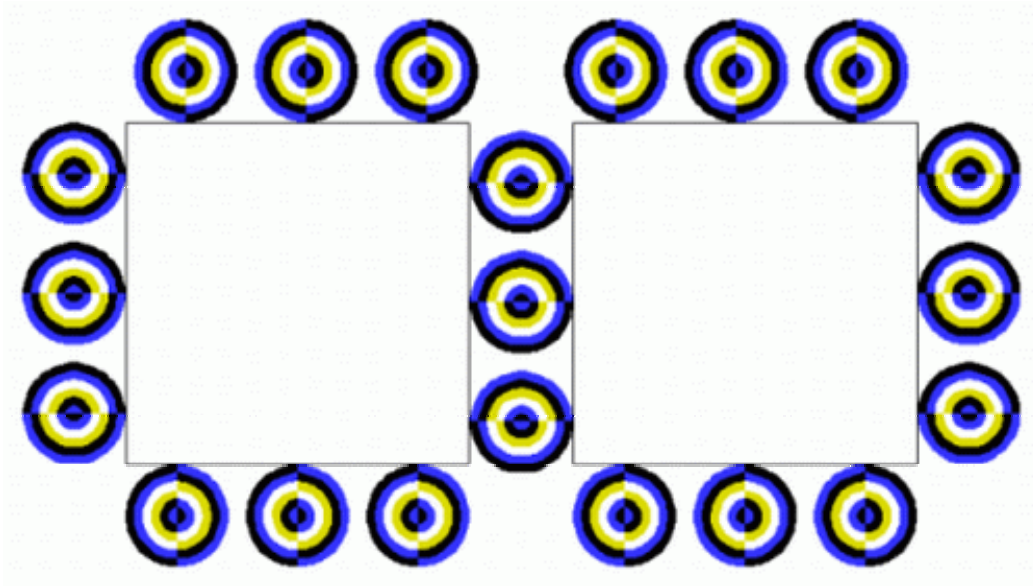




Please observe the above picture thoroughly and see how many legs this elephant has.

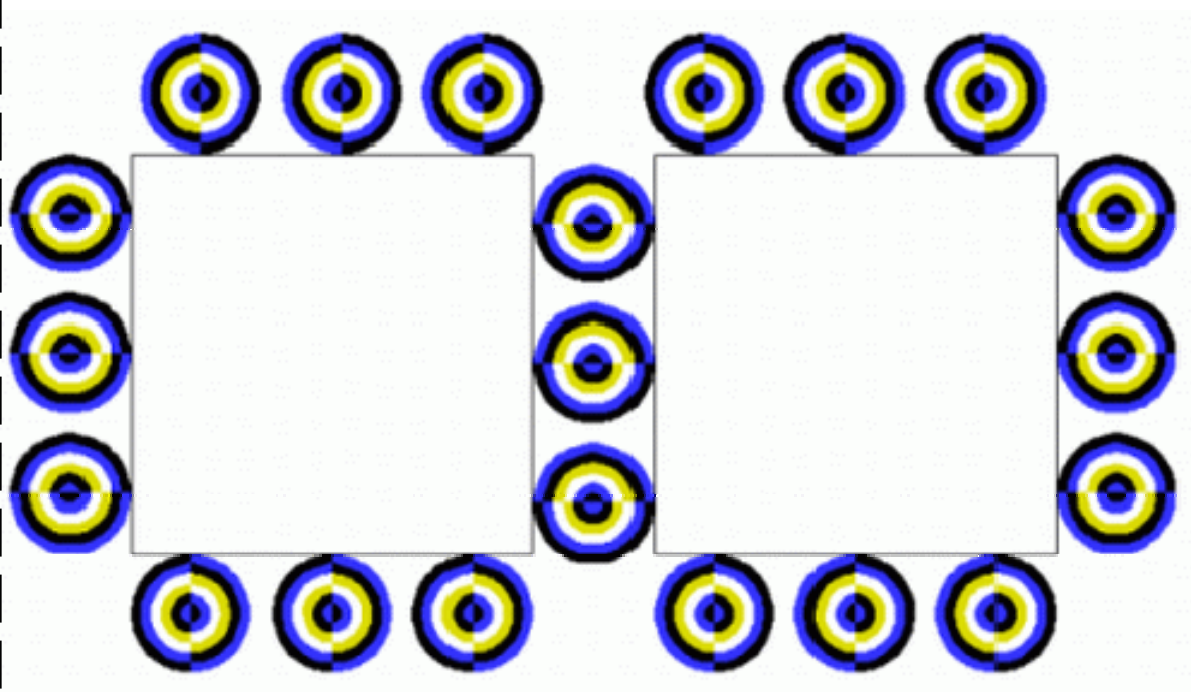


Picture for the facilitator



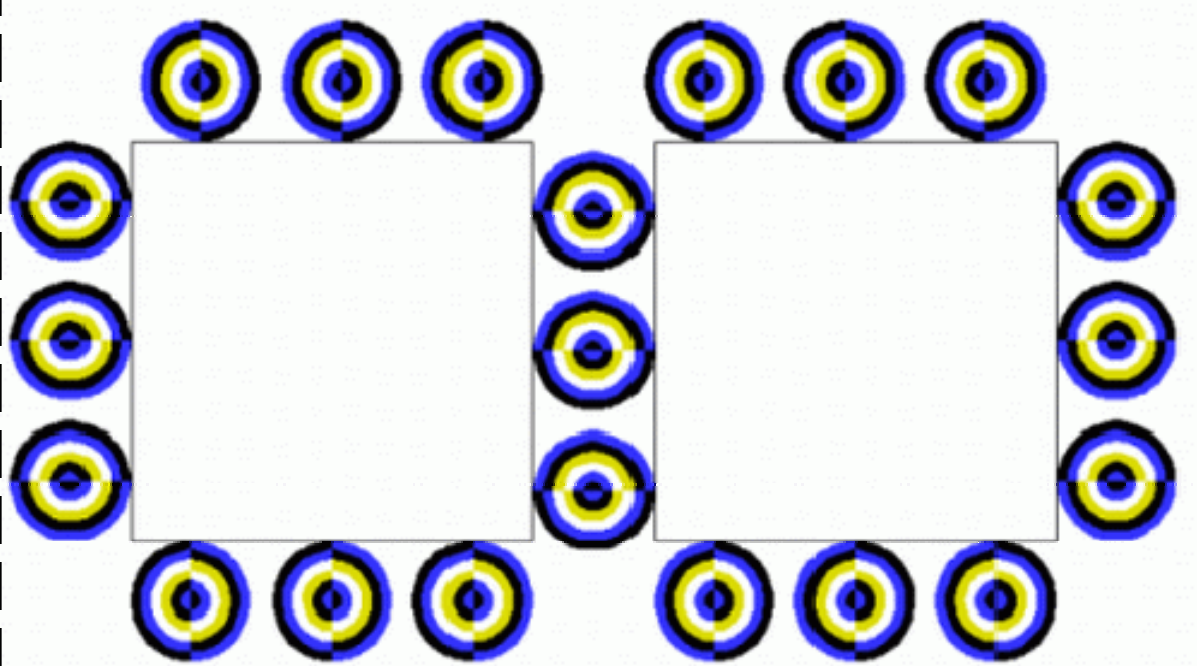
Please see the position of the hoops.

**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



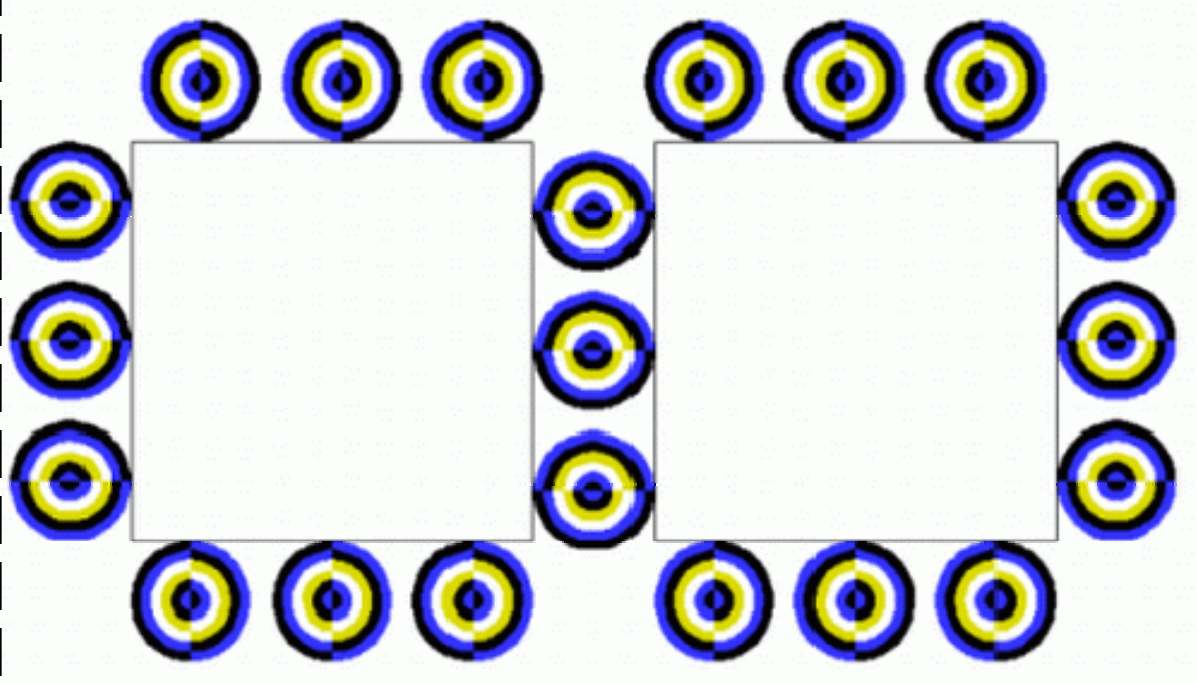
Please see the position of the hoops.





Please see the position of the hoops.

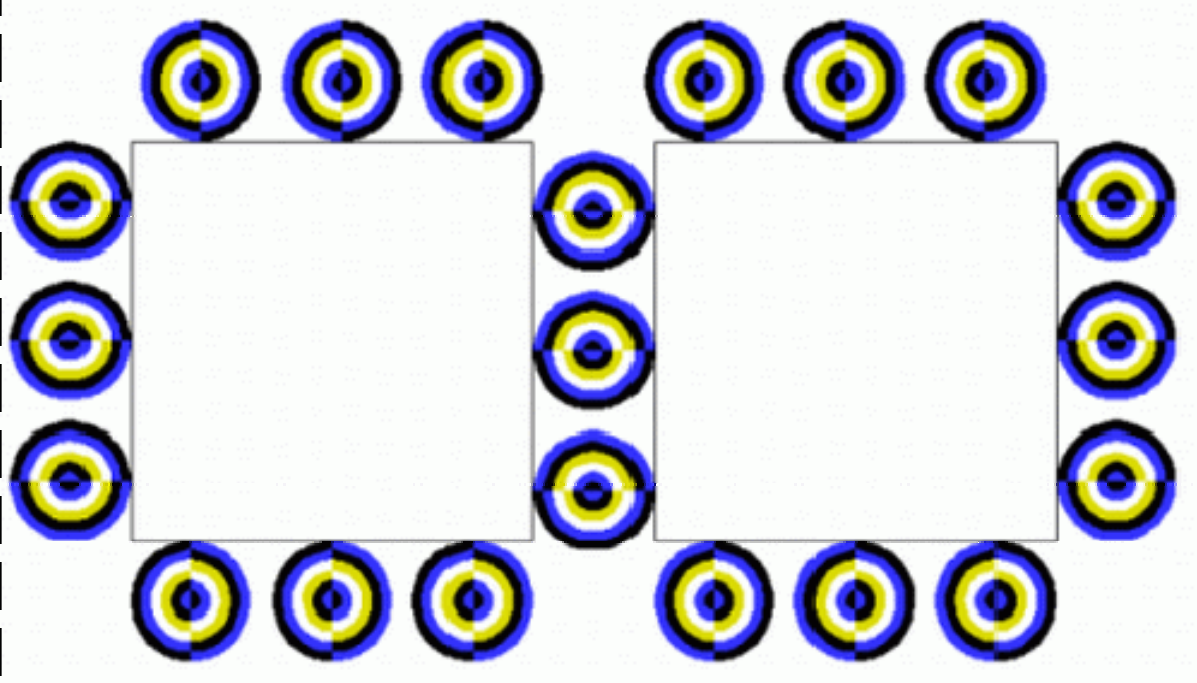




Please see the position of the hoops.

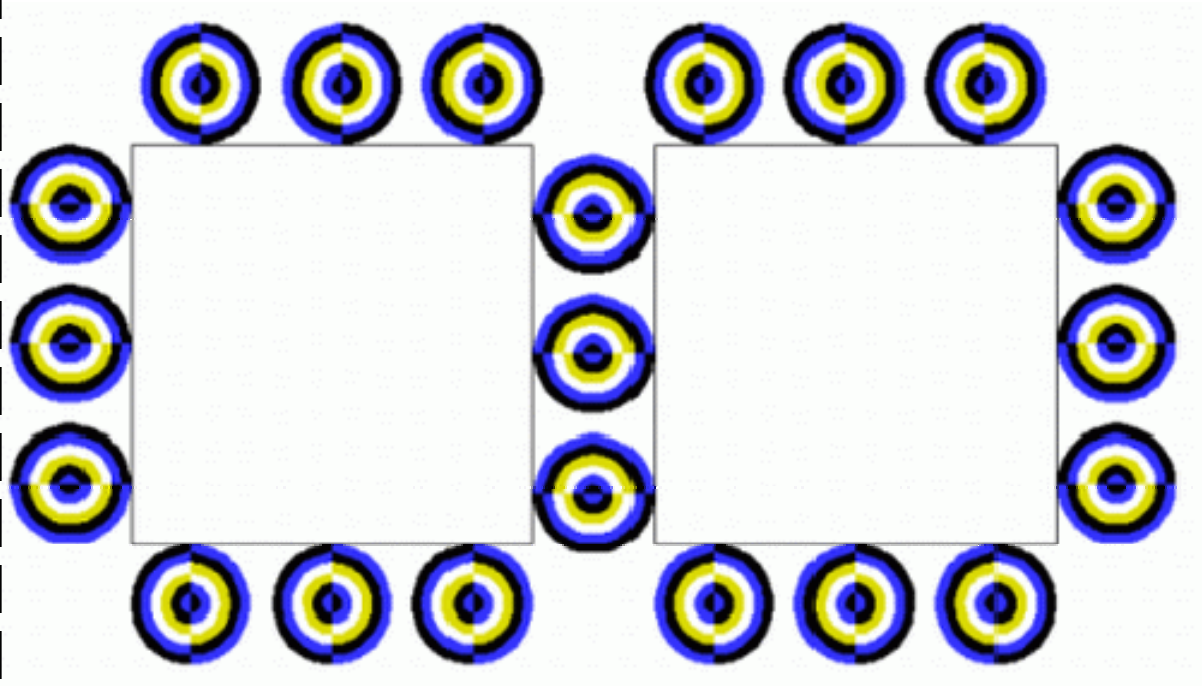






Please see the position of the hoops.





Please see the position of the hoops.



## **Milestone 8**

### **Activity 6: Thorough Observation of Pictures**

**Objective:** Learners will develop the ability to compare and find similar faces in the same picture

**Material:** pictures

**Duration:** 45 minutes

#### **Activity:**

Divide the class into five groups and give a copy of the picture to each group. Ask them to look at the pictures very carefully. In the second stage the learners should be guided to find the face of the father and his son in the given pictures. After the given time, ask them whether they really have succeeded in finding both pictures or not?

#### **Note for the facilitator:**

You have to let the learners to look at the picture at least 10 minutes, they should have the required time to look at the picture one by one and try to see both pictures. As a result of practicing this activity, the learners will get accustomed to seeing and thinking about issues from different dimensions and aspects. When they finish observing the first picture, the facilitator may give them the second and the third picture to look at.

The first picture for the facilitator:



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.





The second picture for the facilitator:



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



Picture for the facilitator:



The picture of a young woman and an old woman

**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.





**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



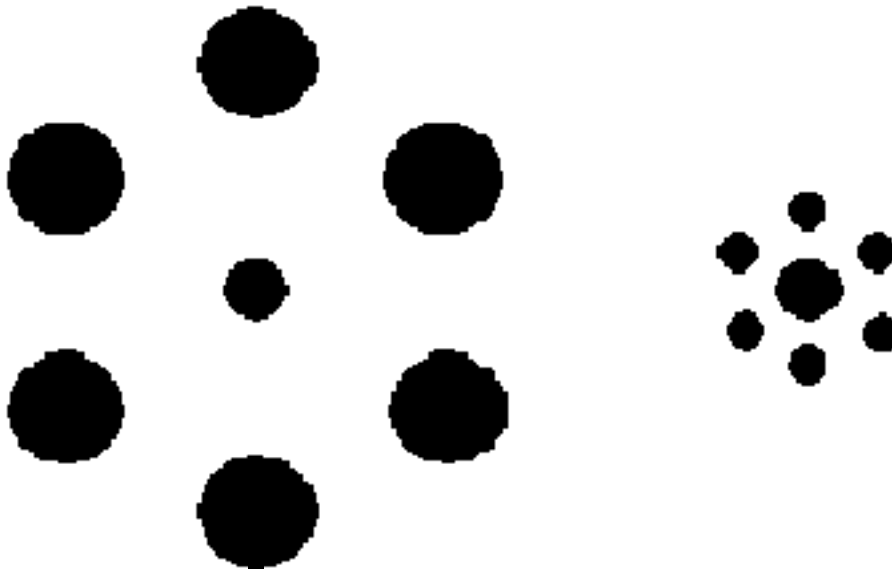
**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



**Note for the facilitator:** Please cut the following pictures with scissors and give to the learners.



Picture for the facilitator:



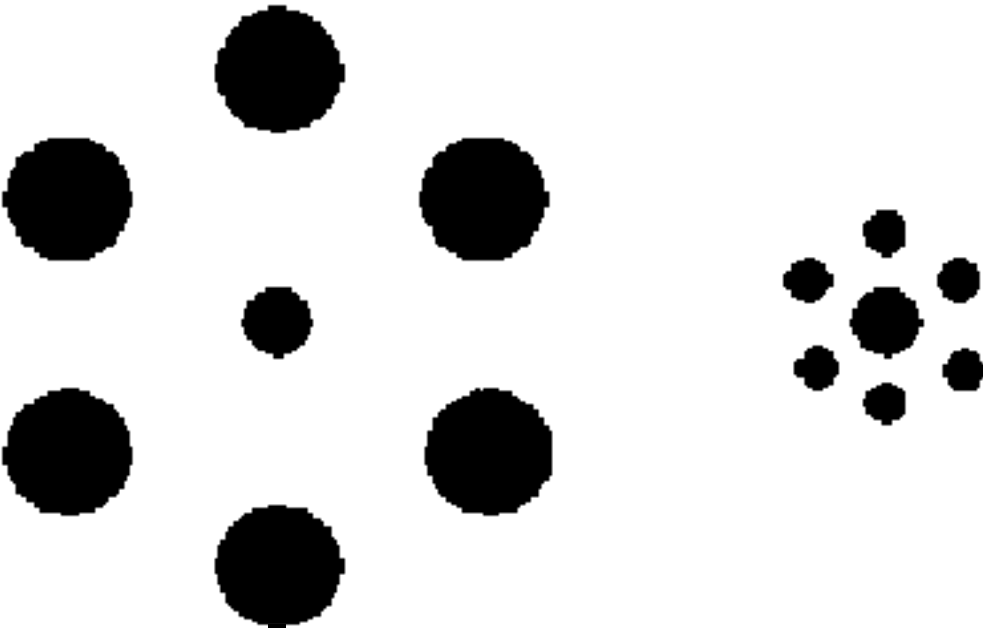
In which of the above pictures, is the middle dot bigger?

**Note for the facilitator:**

Please cut the following pictures and give to the learners.

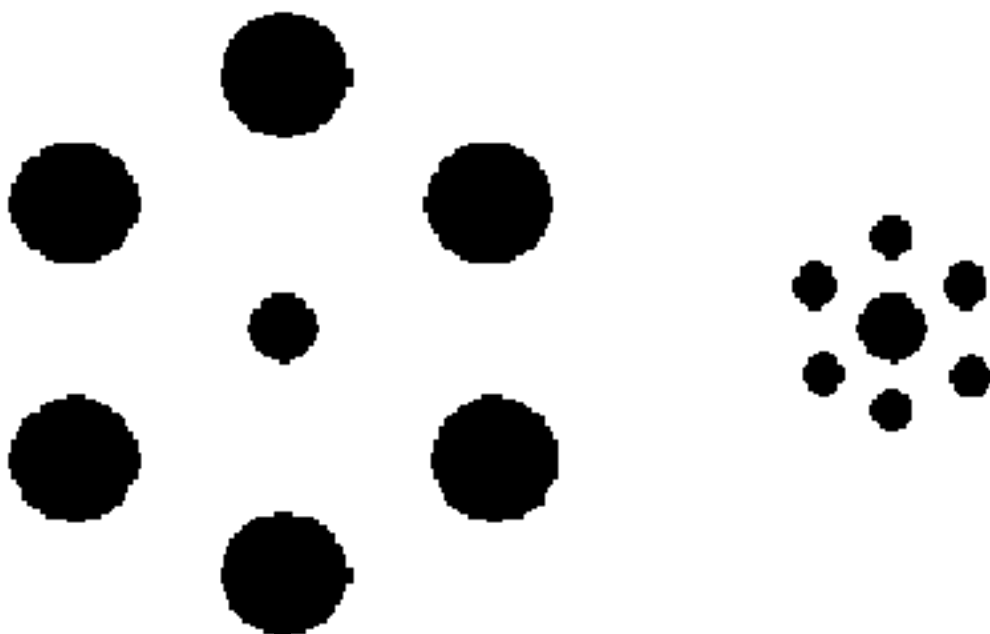
**Note for the facilitator:**

Please cut the following pictures and give to the learners.



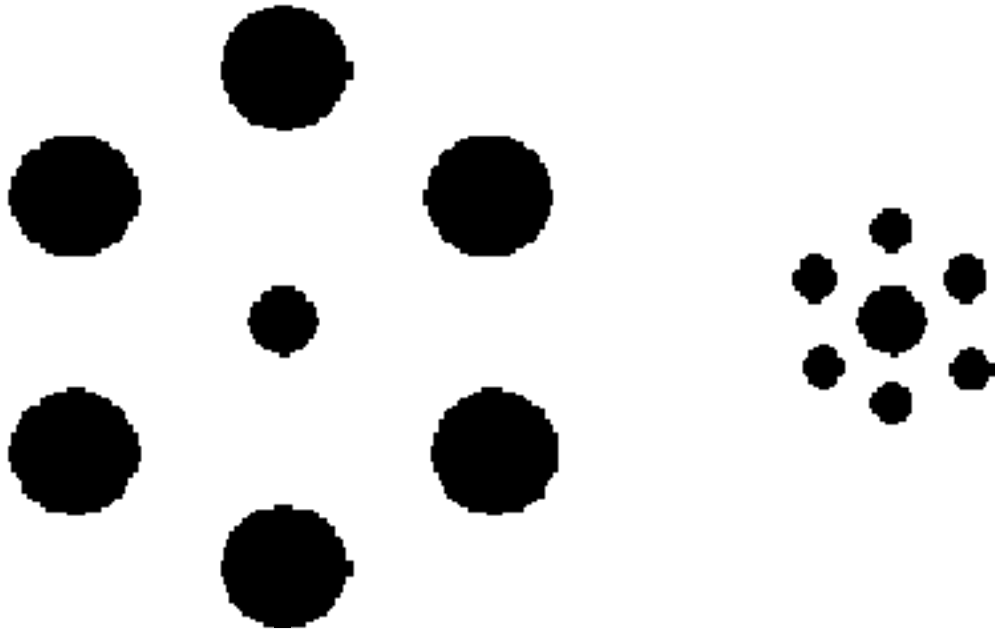
**Note for the facilitator:**

Please cut the following pictures and give to the learners.



**Note for the facilitator:**

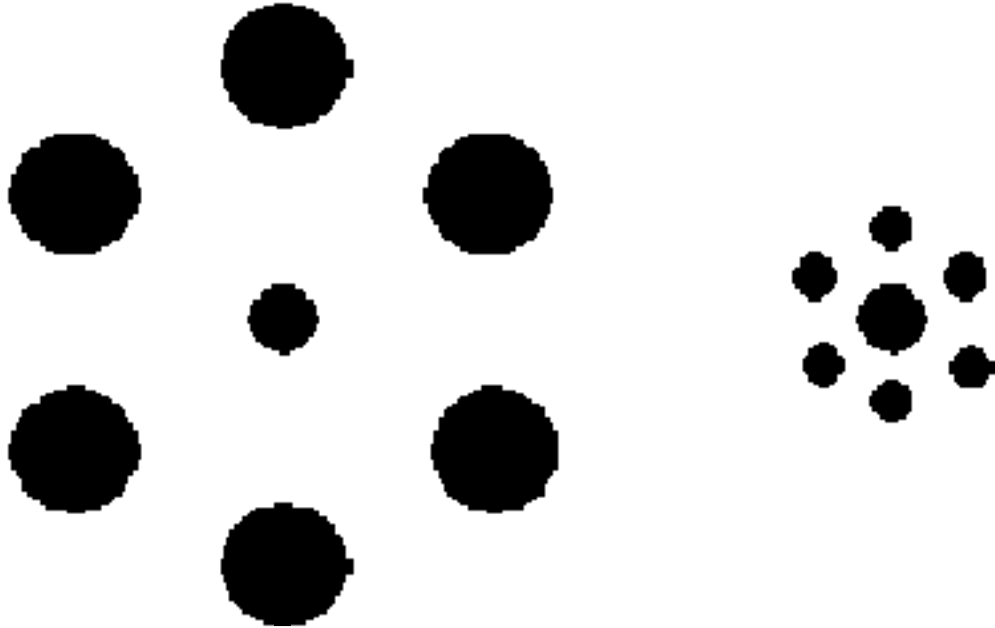
Please cut the following pictures and give to the learners.





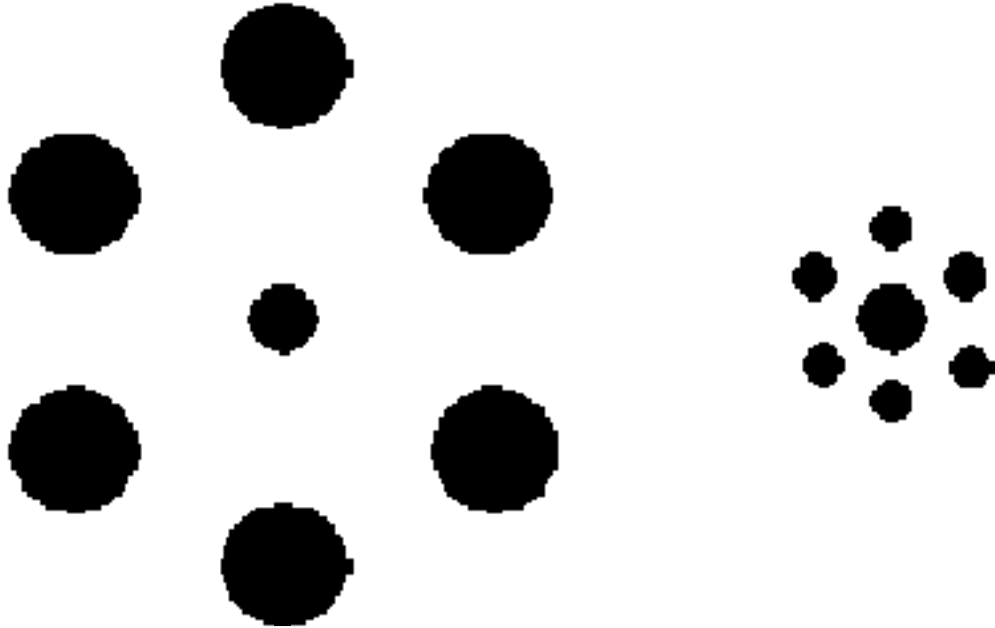
**Note for the facilitator:**

Please cut the following pictures and give to the learners.



**Note for the facilitator:**

Please cut the following pictures and give to the learners.



## Milestone 8

### Activity 7: Accurate Observation of Pictures

**Objective:** Learners will develop the ability to compare the pictures thoroughly and find two identical faces in the same picture.

**Material:** Pictures

**Duration:** 45 minutes

**Activity:** Divide the class into five groups and give the following picture to them. Instruct them to first of all look at the pictures careful. In the second stage they have to be asked whether the given picture indicates the picture of a duck and a rabbit or not? If yes, ask them to give explanation about the picture.

**Note for the facilitator:**

Instruct all the learners to look at the first, second, third and fourth picture one by one and they should be encouraged to discuss about each picture.

The picture for the facilitator:

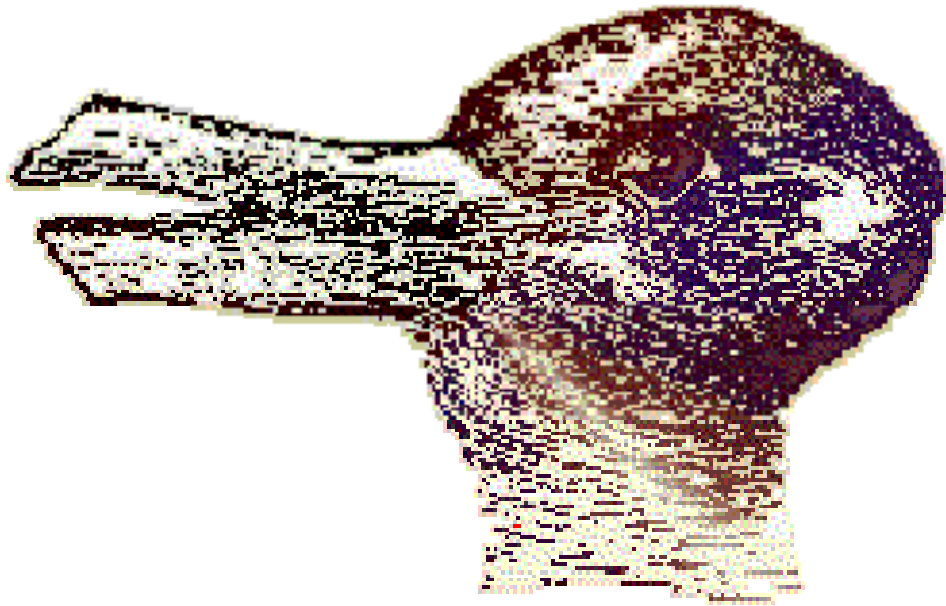
Look at the picture from two different directions and see what you see. If there are two different things, name them.



**Note for the facilitator:** Please cut the following pictures and give them to the groups.



**Note for the facilitator:** Please cut the following pictures and give them to the groups.



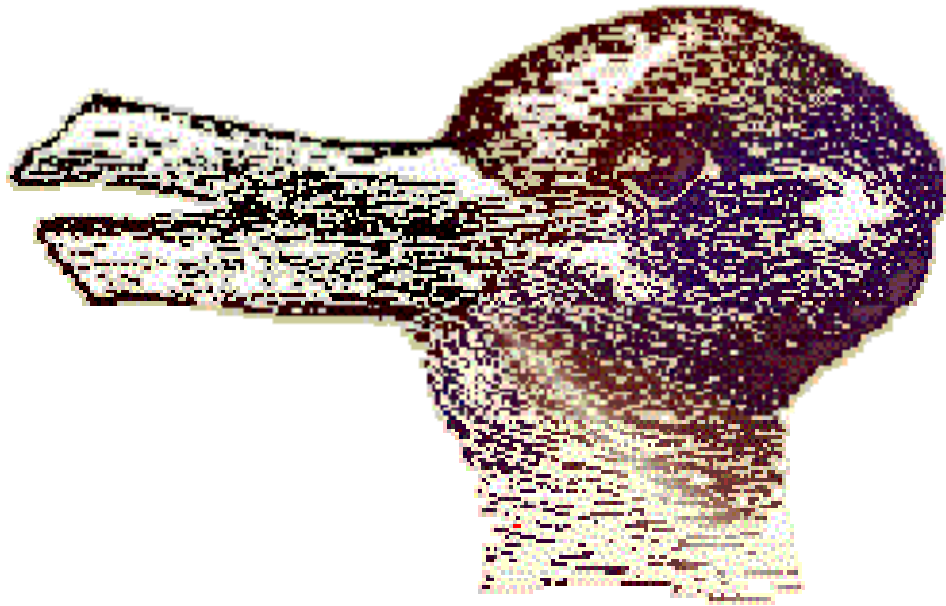
**Note for the facilitator:** Please cut the following pictures and give them to the groups.



**Note for the facilitator:** Please cut the following pictures and give them to the groups.



**Note for the facilitator:** Please cut the following pictures and give them to the groups.



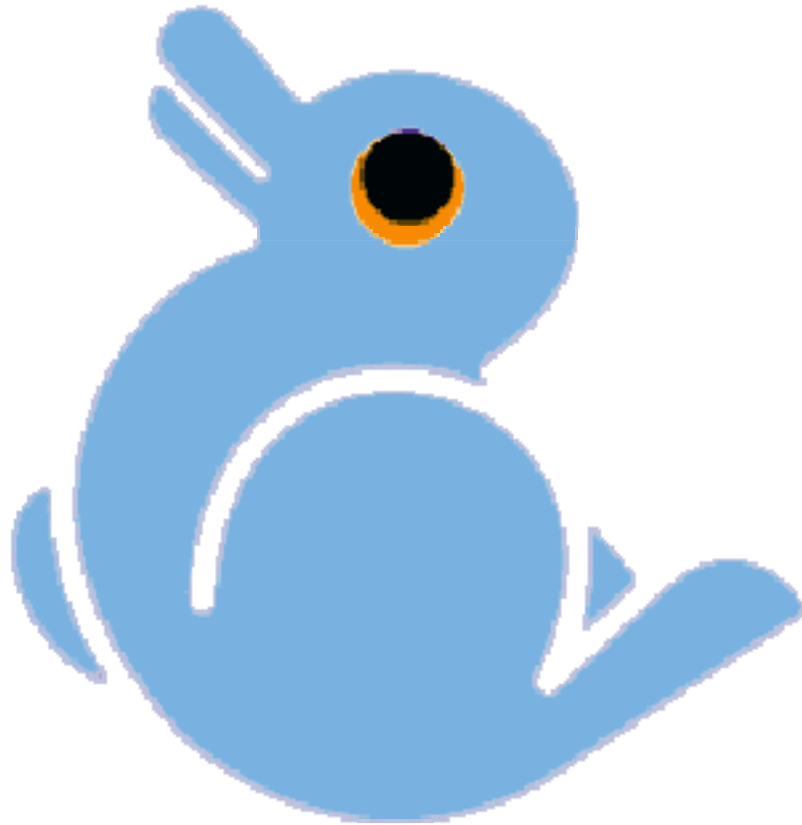


Picture for the facilitator:



Please find the picture of a rabbit and a duck in the above picture.

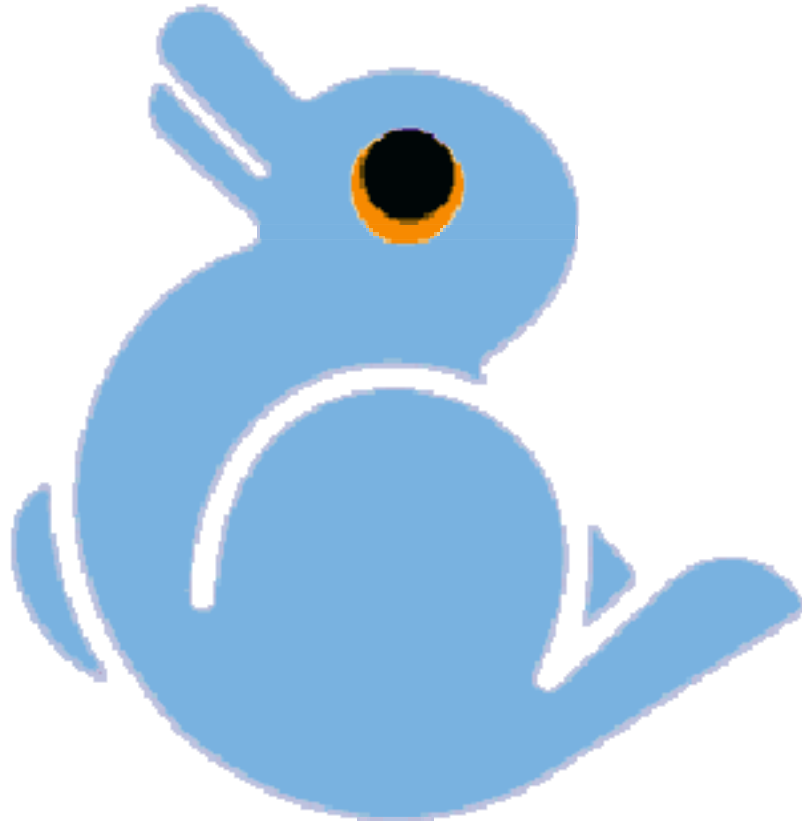
**Note for the facilitator:** Please cut the following pictures and give to the learners.



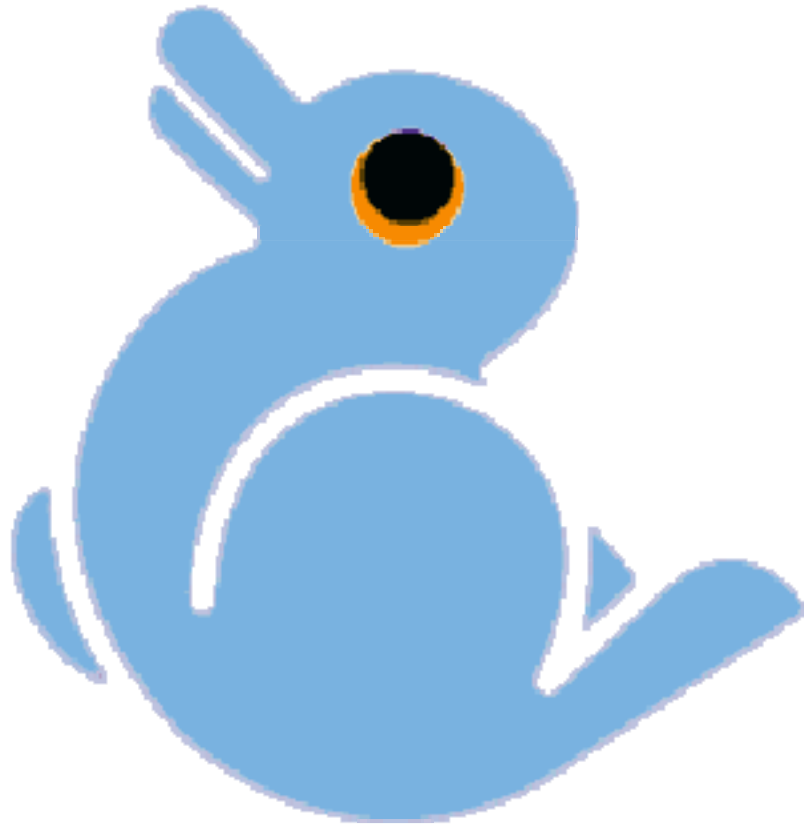
**Note for the facilitator:** Please cut the following pictures and give to the learners.



**Note for the facilitator:** Please cut the following pictures and give to the learners.



**Note for the facilitator:** Please cut the following pictures and give to the learners.



**Note for the facilitator:** Please cut the following pictures and give to the learners.



**Milestone 8**

**Activity 8: Observation**

**Objective:** Throughout this activity the learners gain the skill of profound observation and they will be enabled to find the house by following the lines.

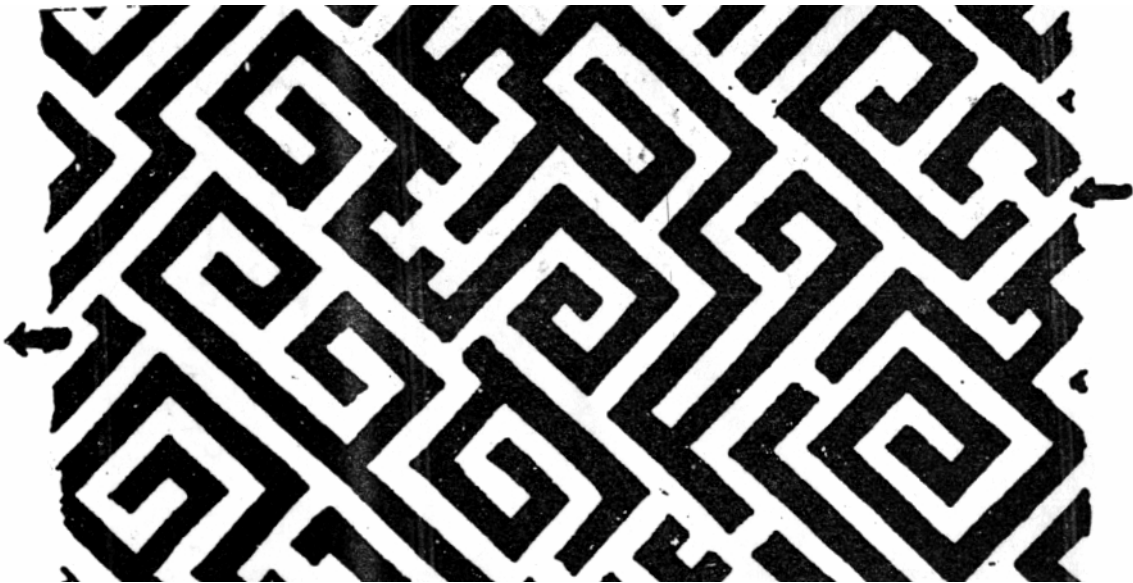
**Material:** Pictures

**Duration:** 15 minutes

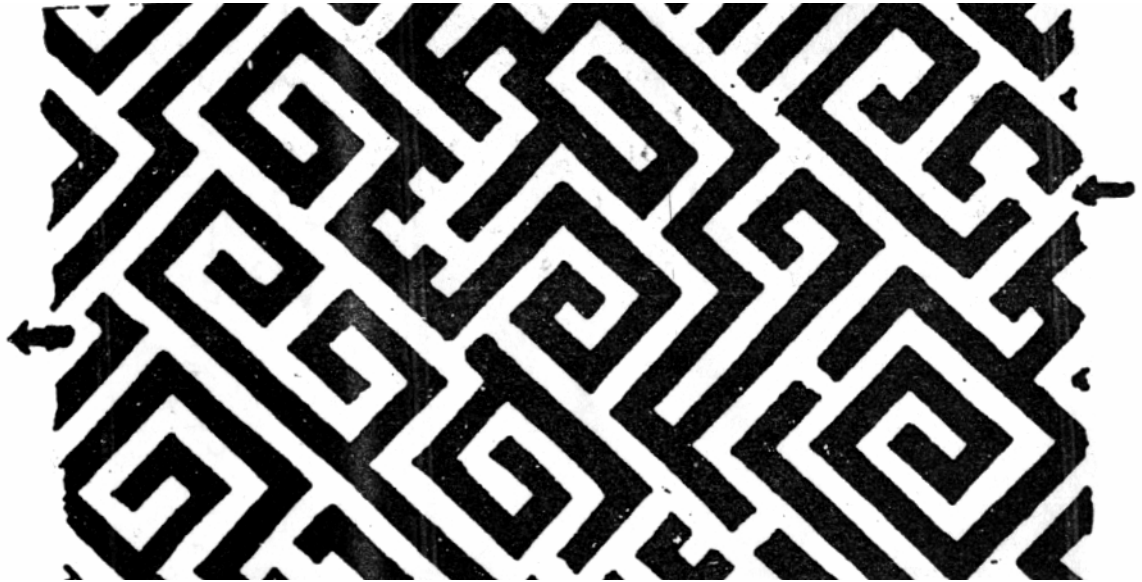
**Activity:**

Show the following picture for the learners and ask them to look the picture profoundly and guide each other to the house.

Picture for the facilitator:

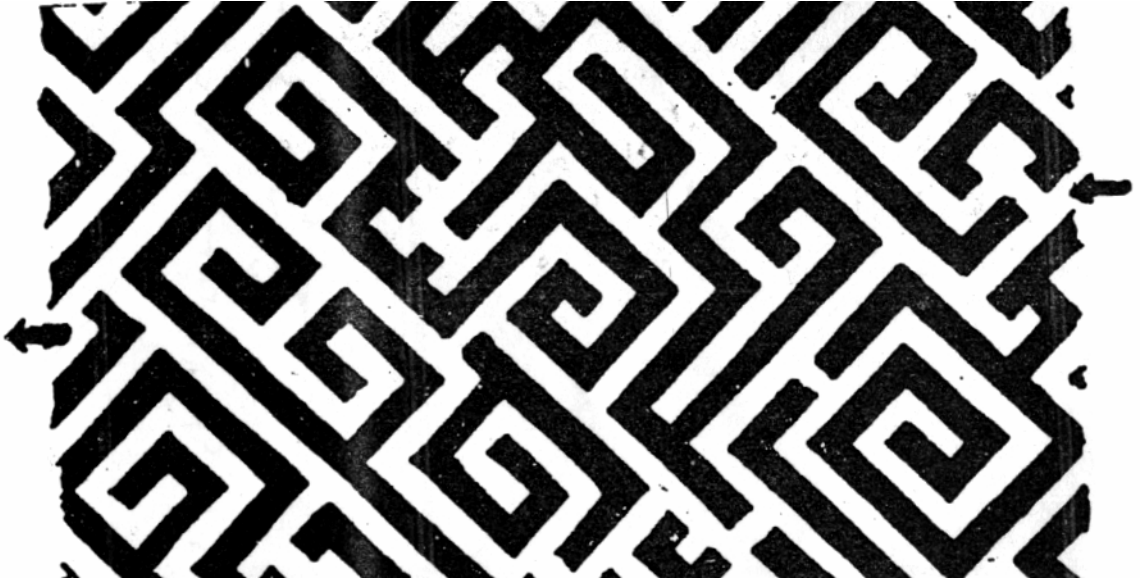


**Note for the facilitator:** Please cut the following pictures in the coming five pages and give the groups of the learners.

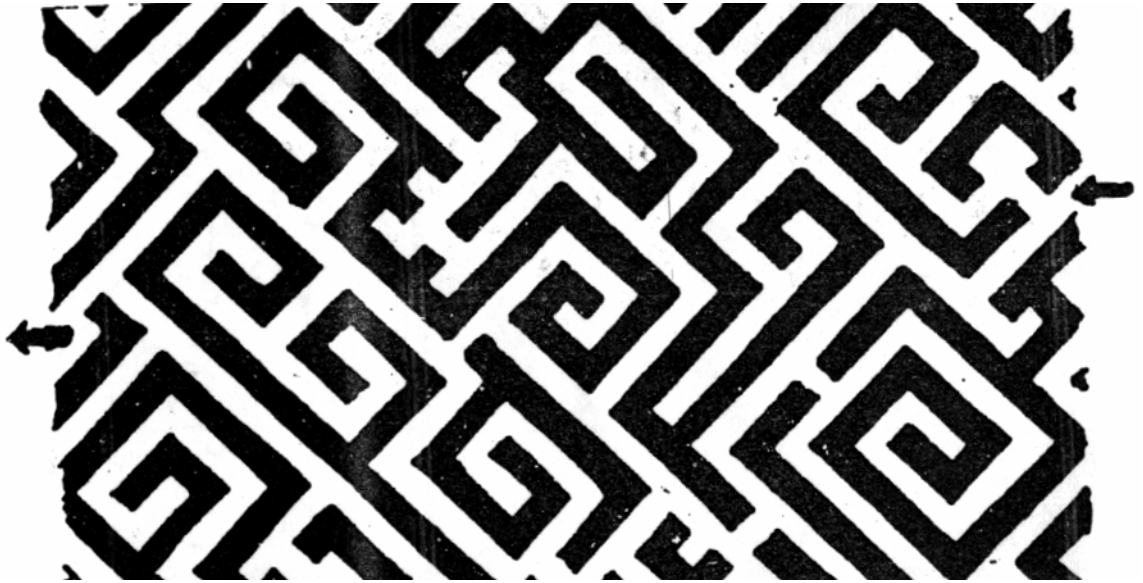




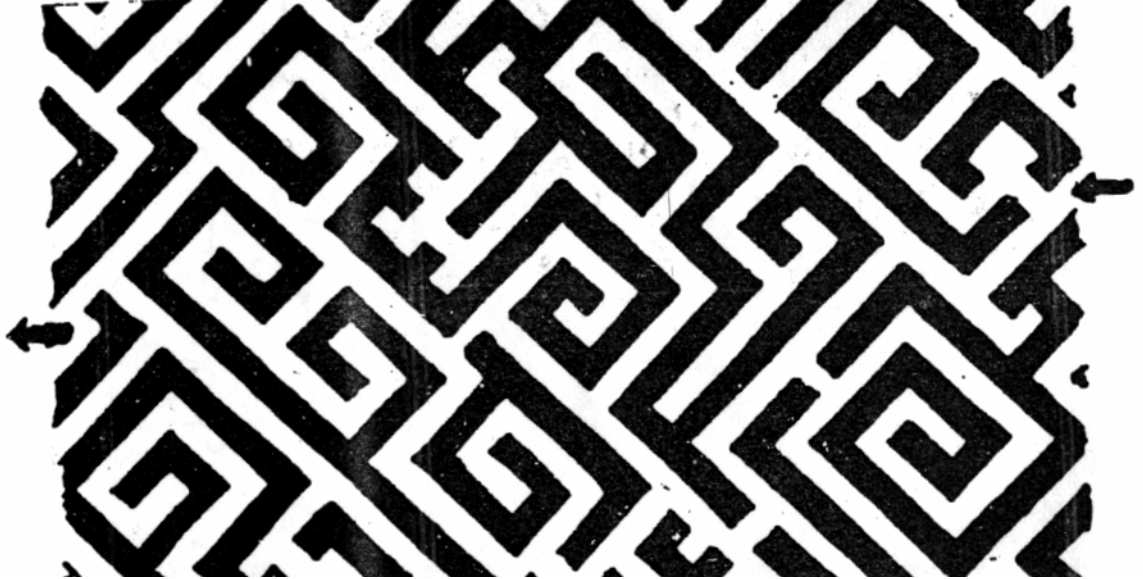
**Note for the facilitator:** Please cut the following pictures in the coming five pages and give the groups of the learners.



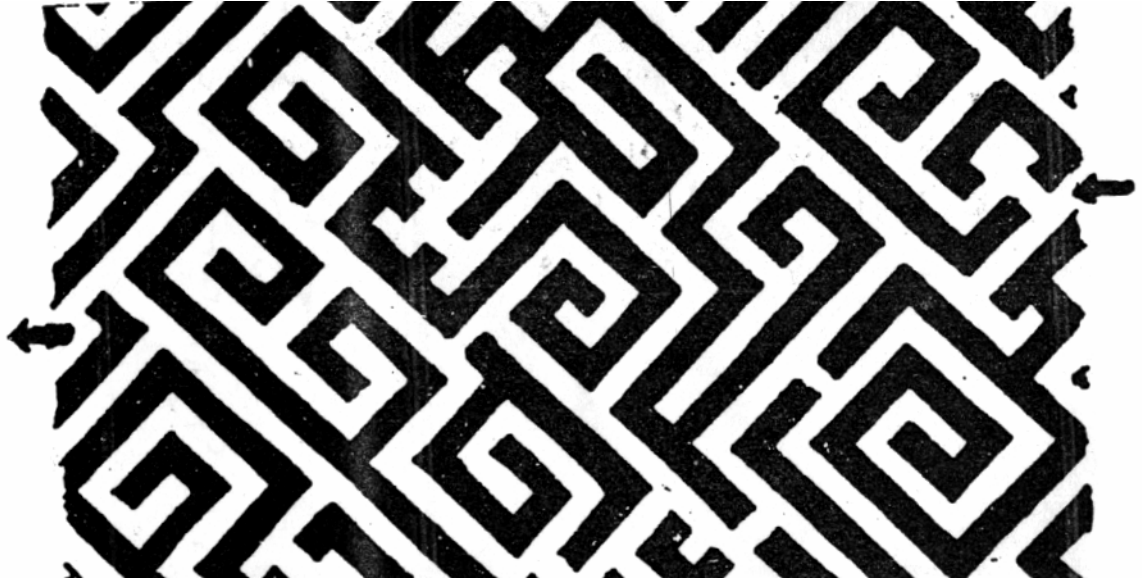
**Note for the facilitator:** Please cut the following pictures in the coming five pages and give the groups of the learners.



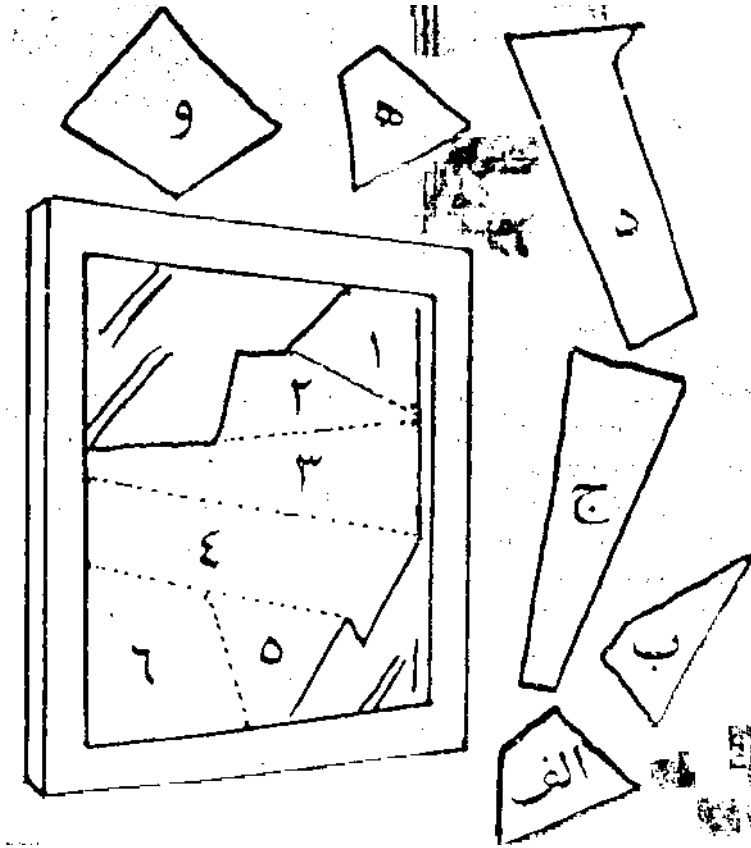
**Note for the facilitator:** Please cut the following pictures in the coming five pages and give the groups of the learners.



**Note for the facilitator:** Please cut the following pictures in the coming five pages and give the groups of the learners.



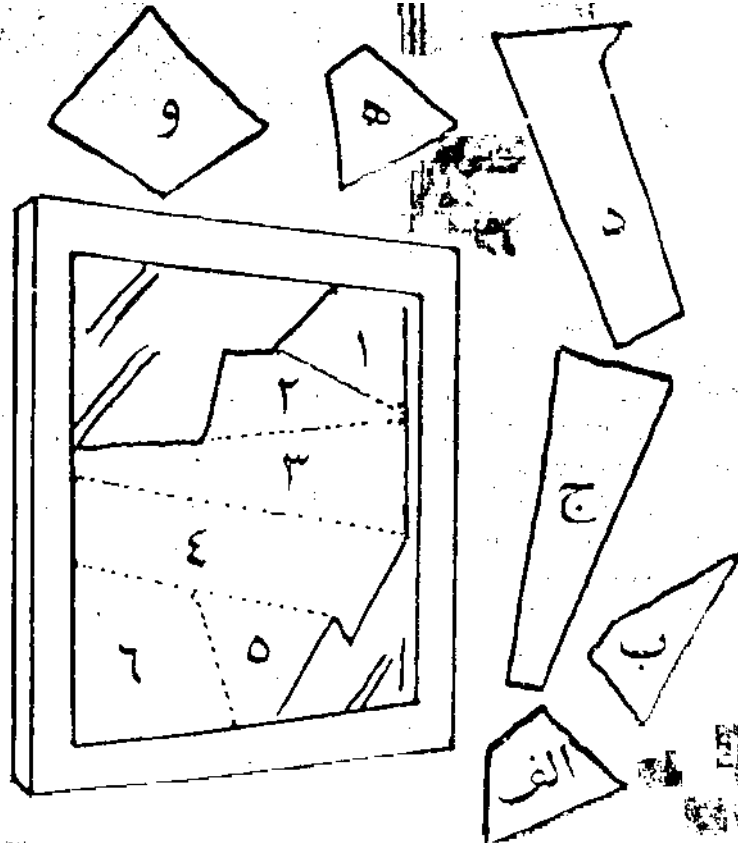
Picture for the facilitator:



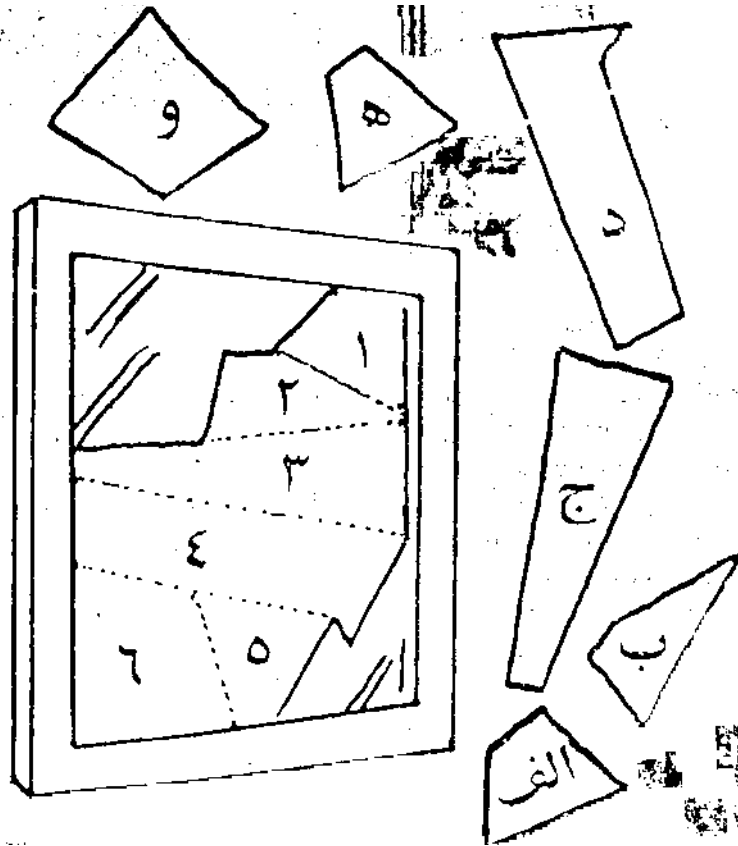
**Instruction:**

Ask the learners to look at the above picture very carefully. Ask them to match the components which are labeled by [Dari] letters such *Be*, *Jeem*, *Dal*, *Waow* and *He*, with the numbers such as 1, 2,3,4,5 and 6 and then place them in their proper places.

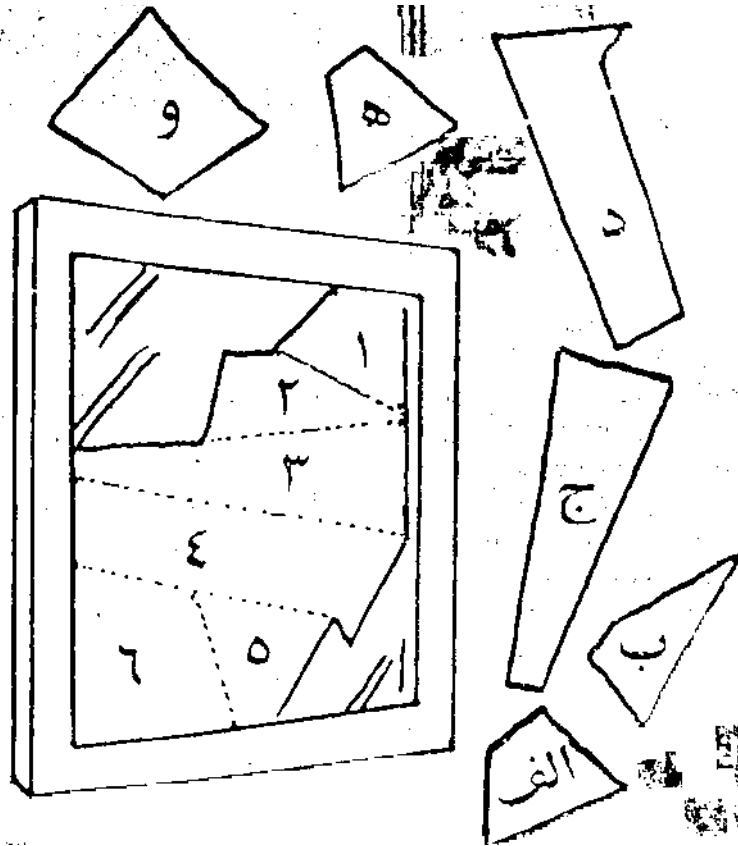
**Note for the facilitator:** Please cut the following pictures and give to the learners for conducting group works.



**Note for the facilitator:** Please cut the following pictures and give to the learners for conducting group works.

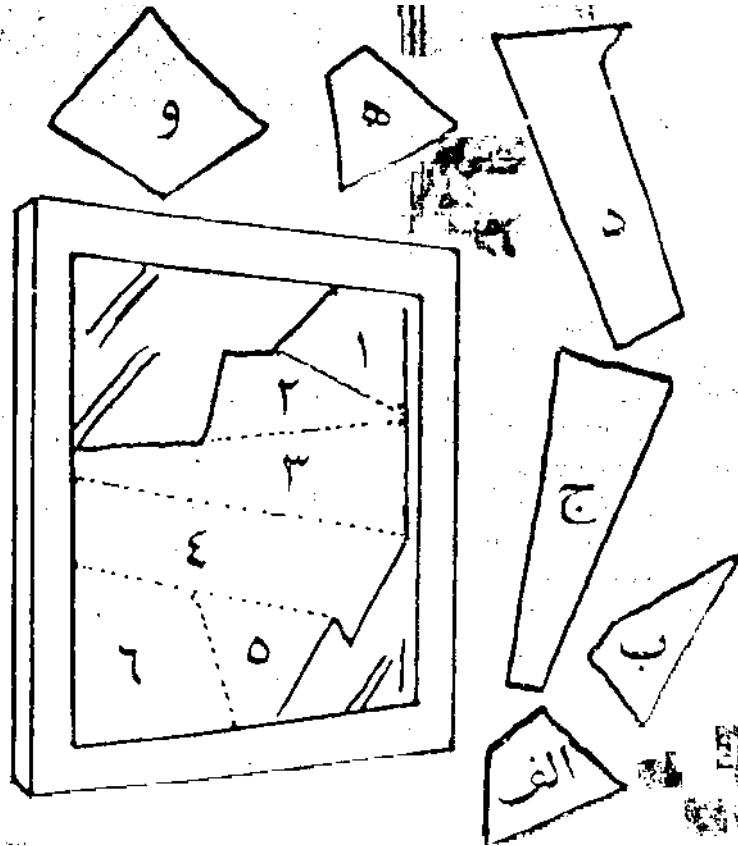


**Note for the facilitator:** Please cut the following pictures and give to the learners for conducting group works.

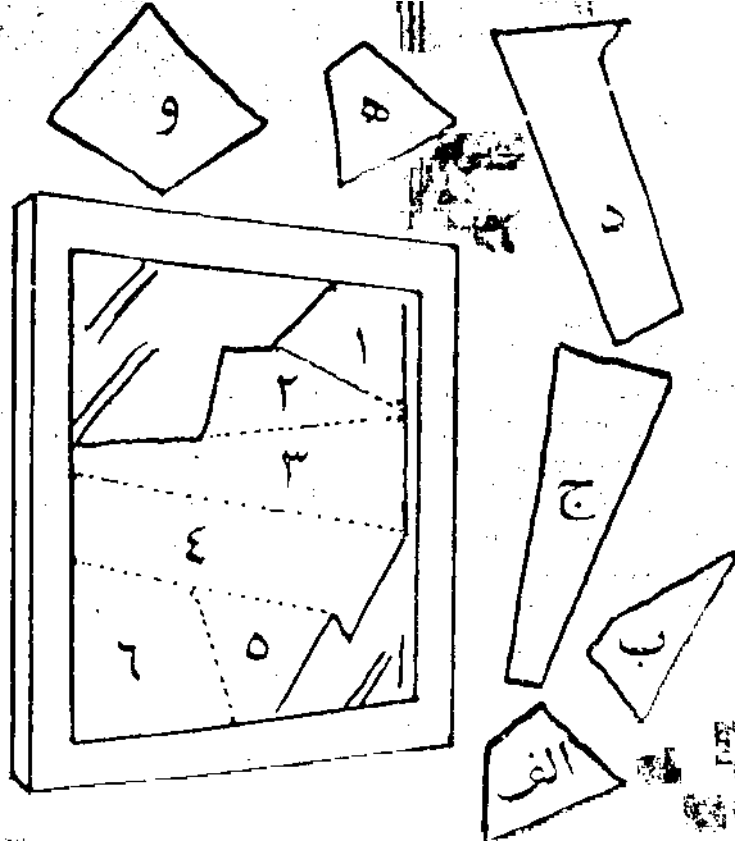




**Note for the facilitator:** Please cut the following pictures and give to the learners for conducting group works.



**Note for the facilitator:** Please cut the following pictures and give to the learners for conducting group works.



## Milestone 8

### Activity 9: Reading the Story of Helen Keller

**Objective:** After reading this story the learners will be enabled to understand the main problems of the mothers in the world and in Afghanistan and compare them.

**Material:** Story

**Duration:** 45 minutes

#### Activity:

Read the story of Helen Keller and discuss it:

#### *Deaf, Blind and Dumb, But an International Figure*

Helen was handsome and energetic like other children, but an unusual fever caused her to become deaf, dumb and blind when she was just one year old. This changed her world of joy and laughter into a world of darkness and silence. She did not have the vision to enjoy the beauty of the flowers, neither had she had a tongue to sing a song, nor had she the hearing to listen to music.

So, how could she express her wants and wishes? Just suppose that someone needs to drink, but cannot speak, cannot see to point at something and cannot hear the gurgle of water to make a gesture, how could they indicate to others that she/he wants to drink water? One of the main ways that Helen could communicate was by crying too much, and she used to become agitated and throw whatever which was around her against the wall. Neither could people understand what she wanted, nor did she understand the suggestions and requests of others.

On Helen's sixth birthday, her mother prepared a cake for her and wanted to dress her with new clothes. In the meantime, Helen smelled the cake and rushed into the kitchen. She immediately took a piece from the cake and wanted to put it in her mouth but her mother wanted to stop her. When her mother did not allow Helen to do this, immediately Helen dropped the cake on the ground and ran out of the house. While running she crashed against a wall and her leg was injured. The party was canceled; her parents were getting more and more disappointed Helen's actions, and did not know how to treat with such a bad tempered girl.

The next spring, when Helen was seven years old, a female teacher came to Helen's house and decided to teach the stubborn girl. When the teacher wanted to get closer to Helen, Helen kicked her and she fell down. She took the bag of the teacher and ran away. The teacher, Anne Sullivan, followed her slowly. When Helen wanted to open the bag curiously, the lady said to herself smilingly: "Oh curious little girl, I think you are interested in learning something! So let's begin now". She opened her bag and gave a doll to Helen. She took the other hand of Helen and wrote with her own finger "doll" in the Helen's palm. Helen thought with herself about what the lady was doing. She did not like what the lady did and wanted to go to her mother. The teacher did not let her go, so

once again she wrote the same word “doll” in her palm. The actions seemed like nothing but nonsense to her, but the lady continued doing this. When Helen was taking candy, her teacher used to write ‘candy’ in her palm, if she was taking bread she used to write ‘bread’ in her palm, so in this way Helen gradually learned to write the words which the teachers had been writing in her hand.

She used to write those words in her teacher’s hand without a basic knowledge of what she was doing. The teacher used to allow Helen to do whatever she wanted to do. Helen’s parents also did not punish her because they had heard that to punish a child who cannot hear, see and speak is very awkward so they had began to change her by formal trainings. Helen had to learn to consider some basic rules, for example she used to snatch the other’s food and no one could stop her because she would become upset and throw the plate and other things against the wall.

One night Helen wanted to snatch her teacher’s food, but her teacher did not let her do this. She wanted to get up angrily, but her teacher did not allow her to get up. Helen tried to get up many times, but she could not. She continued this many times until she lost the strength to fight.

Helen’s mother said angrily and nervously: “Such kind of behavior is not good to have with a handicapped child!” The teacher said: “Helen is not an animal, we have to make her understand that we love her and we should not let the blindness and deafness seclude her from us, but we have to show her how to behave the same as others.”

Helen slowly but hopefully was learning something. She learned to arrange nine **glazes** and she used to enjoy walking with her teacher particularly when she was writing in her hand. But she still was quite a bad-tempered girl. One day when she woke up, she fell down and threw her doll to the ground so it was broken. They took Helen outside for a walk and they stopped closed to a tube well. When they poured some water on her hand, her teacher wrote in her hand “water”, so Helen understood what the writing mean “water, water, water!” She had learned that this world is very hard, so when she understood that such a soft thing which flows in my palm and pours out of my hand is “Water”, she was full of delight.

Helen put her fingers on the earth, her teacher immediately wrote” earth” in her palm. Slowly she understood what this game (playing by fingers) means. Right now she understood some words. She pointed at her teacher and her teacher wrote in her hand “Teacher”, then she pointed at herself then the teacher wrote in her hand “Helen.” Helen for the first time in her life understood that she was named “Helen”; by this means the teacher granted her the keys of seeking knowledge. Those days were of the most precious days of Helen’s life; she used to point at every thing and her teacher used to write that in her hands. When Helen went to bed, for the first time she kissed a person in her life and she was her teacher.

Later Helen had written: “That day I was revived but before this I was a small corpse. On that day I learned my name, and then I could express my wishes to the people and understand what people wanted.”

Slowly Helen’s parents learned how to express their ideas to her by writing in her hands. Helen slowly learned to write sentences and phrases and then she began speaking by making signs. The teacher taught her the language of the blind (Braille), and slowly the dark and narrow world of the handicapped girl opened into the world of books and knowledge. She wrote later: “I love books, because the books tell the words that I cannot see and they never get tired like humans.” She went to school and her teachers used to write words in her hand. The deaf, dumb and blind girl gradually promoted to the world of famous English literature. She became so popular that she even drew the attention of the American President. He invited her and she met with Albert Einstein, Jawarlal Nehru, John F. Kennedy and some other prominent personalities. She asked organizations to help handicapped people more and more.

Helen died in 1968 when she was 88 years old, but she will remain as the symbol for the potential of the handicapped people in the memory of humanity, and Helen’s teacher reminds us of the ideals of perseverance and struggle in human history

## **EVALUATION ACTIVITY FOR MILESTONE 8**

### **Evaluation Activity 1:**

Ask the learners to explain their personal feelings in 5 sentences about the pictures the pictures they observed in the different activities.

### **Evaluation Activity 2:**

Ask the learners to answer the following questions in their note books individually:

- 1- What does observation mean?
- 2- What are the main points to be considered while observing something?

### **Evaluation Activity 3:**

- How did Helen get interested in learning?
- In your idea what was the most difficult handicap of Helen?
- Why Helen Keller was so stubborn and bad tempered?
- How did Helen Keller's teacher make her become obedient and interested in learning things?

## **MILESTONE 9: FACILITATION AND MEDIATION**

### **Objectives**

- Ability to facilitate the group discussions and present the main points
- Ability to develop mediation skills

### **Description of the Milestone:**

This milestone is about developing skills in facilitation. There are activities which require gaining mediation skills and problem-solving skills. Community midwives are required to meet with the community, and have acute facilitation skills and basic mediation skills at times when there is argument. This milestone looks at some case studies and more information about mediation skills and strategies.

### **Activities**

- Activity 1.** Listening habit exercise
- Activity 2.** Haleema in her mother-in-law's house
- Activity 3.** Case study – “Malalai and Shirin”
- Activity 4.** Case study - Illaha's fight for her future
- Activity 5.** Case study – A girl's life

### **Facilitation – definition**

Facilitation is used to refer to different kinds of practices ranging from the most simple interventions anyone might undertake to help something go easier, to the complex design large group processes.

### **Mediation – definition**

Mediation – In informal learning and creativity, the process in which an impartial third party help parties (sometimes disputants) negotiate informed, mutually acceptable agreements optimized for all the parties.

## **Milestone 9**

### **Activity 1. Listening Habits Exercise**

#### **Objective:**

- To be able to answer questions and write down answers
- To be able to share their opinion
- To be able to identify of what is the basic listening habit

**Materials required:** papers to create the form, classroom board

**Time:** 45 min

**Preparation stage:** Before beginning this activity, the facilitator reads the material and understands the meaning of the activity.

#### **Activity:**

Draw five columns on the classroom board. Ask the learners to draw them in their own notebooks.

The facilitator reads the questions. Learners complete the form by answering correctly in the exact column, as shown below:



Below is the form:

### LISTENING HABIT EXERCISE

Listening Habits	Always	Usually	Sometimes	Never
1. Interrupting the speaker				
2. Getting easily distracted by the speaker's appearance or mannerisms.				
3. Paying attention only when you find the topic interesting				
4. Allowing outside distractions to interfere with your conversations (such as children crying, etc)				
5. Doing something else while listening (such as cleaning fingernails, etc)				
6. Pretending you are paying attention to the speaker when you are actually thinking of other things (such as getting food for dinner, an argument with friend, etc.)				
7. Expressing your own ideas and ignoring what the other person has just said				
8. Daydreaming when the speaker talks slowly				
9. Listening mainly for flaws you can point out to the speaker				
10. Thinking about what you are going to say next rather than focusing on what the speaker is saying.				

Once the learners finish answering the questions, and filling the appropriate column, ask them to count the highest indicated number column and see which column has more answers that are similar.

**ALWAYS** – If your number is greatest in ALWAYS, it means that your listening skills are weak and there is a deficiency of listening to information correctly.

**USUALLY** – If the numbers are more in USUALLY, it means your listening habits are interrupted and possibilities to have proper information is unclear.

**SOMETIMES** – If the numbers are more in SOMETIMES, it means you are more or less attentive and wish to listen to what others are saying.

**NEVER** - very good listening habits

### Summary note for facilitator

1. Learners are required to answer the questions on an individual basis.
2. Provide information on what are Poor Listening Habits and Good Listening Habits. The table below will be very supportive for the feedback session.

### Poor Listening Habits and Good Listening Habits

<i><b>Poor Listening Habits</b></i>	<i><b>Poor Listeners...</b></i>	<i><b>Good Listeners...</b></i>
Criticizing a speaker	...criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won't say anything important.	...realize that a lecture will be something to learn from. Good listeners look for the ideas being presented, not for things to criticize.
Finding fault with the speaker	...become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture.	...listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, and then go on listening.
Allowing yourself to be distracted	...use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.	...filter out distractions and concentrate on what the speaker is saying.
Faking attention	...look at the speaker but don't listen. They expect to get the material from the textbook later.	...understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as the textbook.
Forcing every lecture into one	...outline the lecture in detail. The listener is so concerned	...adjust their style of note-taking to the speaker's topic and method of

format	with organization that he misses the content.	organization.
Listening only for facts	...only want the facts. They consider everything else to be only the speaker's opinion.	...want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.
Listening to only the easy material	...think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.	...want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.
Calling a subject boring	...decide a lecture is going to be dull and "turn out" the speaker.	...listen closely for information that can be important and useful, even when a lecture is dull.
Overreacting to "push button" emotional words	...get upset at words which trigger certain emotions -- words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.	...hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.
Wasting thought speed	...move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.	...use any extra time or pauses in the lecture to reflect on the speaker's message. They think about what the speaker is saying, summarize the main points, and think about the next points.

## **Milestone 9**

### **Activity 2. Case Study – Haleema in Her Mother-in-Law's House**

#### **Objectives:**

- To be able to read the case study and comprehend the moral of the story
- To be able to identify the role of mediator in this case study
- To be able to share a story or case study where the same problem had occurred and what is the next solution

**Materials:** Case of Haleema, board

#### **Activity:**

##### **Case study: Haleema in her mother in law's house**

Haleema was in her last month of pregnancy. She was not well, was pale and not eating properly. One day her mother visited Haleema's husband place and to see how Haleema was feeling. She saw that Haleema, her daughter, is not in good condition and has many health issues. Her condition was critical.

Haleema's mother discussed with the mother-in-law to be considerate and allow Haleema to go to doctor. However, the suggestion was not taken positively. Haleema's mother-in-law firmly stated that the customs and rituals do not allow anyone from the family to approach doctors. They just do not believe in doctors and hospital. The mother-in-law considered Haleema's condition normal and began to say that usually family members do not get medical services.

Haleema's mother felt this was unfair treatment to her daughter and was very emotional about the whole situation. She began to argue with Haleema's mother in-law, and left the house in anger. The issue of Haleema's case of whether to go to doctor or follow the family customs became an argument and many other relatives got involved in it.

One of Haleema's relatives decided to visit to Haleema's mother-in-law's house. The relative's purpose was not only to visit Haleema's house to intervene in the argument and help Haleema to get treatment in hospital, but also to help the mother –in law see her customs and rituals from a different perspective. The relative's approach was to talk, to share examples, to listen to both sides and facilitate the arguments of what was best for both sides.

It was a long discussion, but at last, the family decided to take Haleema to hospital for a check-up. Haleema did not only visit the doctor, but continued to consult and later had a safe and healthy delivery. Her mother, mother-in-law and other relatives were very pleased with the decision and all other people respected them for the decision made jointly.

Once you finish the story, begin discussions, based on these questions:

1. What were the arguments of Haleema's mother and mother-in-law?
2. Why the mother-in-law did not agree that Haleema should go to the doctor?
3. Why did the relative wish to come in between?
4. What were the strategies of Haleema's relative in solving the family arguments?  
List the actions that Haleema's relative.
5. Can we call Haleema's relative a mediator of the family argument?

Once the discussions are held, ask the class to list the strategies of Haleema's relative and review them once again with the class. Request the class to recall similar cases, incidents in their families, communities or among friends, and share these with the whole class. What are the solutions?

Note down the stories and their steps to solutions on the class board.

### **Summary note for facilitator**

1. Facilitate the discussion and let the learners share as many ideas as they can.
2. Encourage them to think of the stories that ended positively. In these cases, did someone play a role (third party) in the facilitation process? How the help was perceived? Why did some of the conflicts, disputes and arguments have happy endings?
3. Feedback to the session follows as: The activity is representing the story of family arguments over a family issue. The issue is about Haleema's health condition. In this case the most important role was a role of the relative as **mediator**. She intervened into the family argument and solved the argument by understanding both sides and facilitating the process towards mutual agreement.

### **Mediation – what does it mean?**

Mediation refers to an informal learning and creative (problem-solving) process in which a third party helps parties (sometimes disputants, those who argue or are in dispute) negotiate informed, mutually acceptable agreements so that all can be optimistic about the situation.

**Mediation is voluntarily:** Those who are in conflict or argument can withdraw from mediation at any time and no one forced to settle or agree.

**Mediation is confidential:** The parties and mediators agree to keep mediation sessions confidential.

**Mediation is informal:** Mediation can be done in one meeting or a series of meetings, and it does not necessarily require all parties to be in the same room. Mediators do not decide who is right or who is wrong, but help parties reach their own agreement by creating a constructive space for jointly examining interest. Mediators help people to create solutions, clarifying needs of the parties who are arguing, in dispute or conflict.

## **Milestone 9**

### **Activity 3: Case Study – “Malalai and Shirin”**

#### **Objectives:**

- To read and discuss the case
- To identify the mediator and find the strategies she used in this story

**Materials:** class board

#### **Activity:**

Read the story below story to the class. Ask the class to be attentive to the story. Identify the mediator in this story and list the mediator’s roles. Which methods did she use?

Discuss the story and state the moral of the story.

#### ***Malai and Shirin***

Malalai and Shirin are sisters. Malalai had a very pretty daughter with a wonderful outlook and good manners. When the war began in Afghanistan, instability and insecurity was entering every house. Malalai was worried about her daughter. With that concern and worry, Malalai rushed to engage her daughter with Shirin’s son. They were cousins to each other.

Malalai’s daughter, Nigin, was engaged and had her wedding quickly. Although her close relatives seem well-behaved, the new family was hard on her and it was hard for Nigin to adjust. Gradually, Nigin’s husband’s family was abusing her, torturing her, marginalizing her and not giving her a chance to have a peaceful life in the house.

Once Malalai found out about the violence towards her daughter, she approached Shirin, her sister and Nigin’s mother-in-law, to look at this problem. Shirin, on the other hand, refused to listen and stated that it is none of her concern to get involved in the family matters. Malalai was not at ease, seeing her daughter Nigin suffering. One day Malalai decided to put an end to this and took her daughter away from her husband’s house. Nigin stayed with her mother. Years passed by, and no one from Nigin’s husband’s side showed an interest to ask of how is she doing. By that time, Nigin had a five-year-old son.

One day, Shirin came to visit the house. Shirin wanted to take Nigin to her husband’s house. Malalai refused and was not happy with Shirin’s visit. “It is not appropriate to not even ask about Nigin’s conditions for so many years and now to say you wish her to come back?” stated Malalai.

Shirin went home. The next day she invited the relatives to come to the house and discussed the problem with them. All relatives listened to the problem and tried to assess the situation. The Uncle suggested that both families sit and discuss the matter. As well, he suggested looking at the matter as past and finished and instead to consider the future possibilities.

There are always implications to that. The relatives considered that having a child in a family with Nigin as a single mother required thinking of her future carefully. Moreover, all agreed that the couple, Nigin and her husband, need to talk and solve the family problem.

After a month, Nigin and her son returned to her husband. They were planning to get settled outside of Afghanistan for future life.

**Note:** This is a true story that has been narrated by an Afghan woman from her relatives' case.

The Facilitator asks the learners to discuss the views considering the questions below :

- What was the approach of the mother-in-law?
- What could you do differently to end the story?
- What did the mother-in-law said to the relatives about Malalai and her daughter Nigin?
- What did the relatives discuss? Imagine their discussions and share the discussion process.
- What approach did the Uncle of the family take?
- Why did he suggest having an agreement and beginning a new life? What was his reason to say that?
- Who is the mediator in this case?
- Who were the parties that were arguing?
- Do you have other stories to share that have a similar ending?

### **Summary note for facilitator**

1. Take turns in collecting the views and with them down on the board.
2. Collect as much information as possible, however refer to the articles regarding information that learners are suggesting.
3. Try to probe more from the story.
4. Do not correct the learners, but try to get more information from them and their view.
5. Give them feedback about mediation steps. Below is the information that can help you with that:

### **Steps in a simple two-party mediation**

- One party initiates contact with the people who are wise or good in mediation.
- An assessment of the problem need to be done, preferably from both sides.
- The mediator will work with both sides ( those who are in dispute) to come up with an appropriate, mutually acceptable time and place for the parties to convene.

- Ground rules such as listening to each other point, respecting each other points and sharing the important information will be set.
- The mediator can meet with the parties together or separately.
- Relevant information must always be shared.
- The mediator encourages and facilitates dialogue, provides guidance, assists parties in clarifying their interests and understanding their differences.
- The parties can work towards a mutually acceptable agreement.



## Milestone 9

### Activity 4: Case Study - Illaha's Fight For Her Future

#### Objectives:

- To read and discuss the case
- To analyze the case and find out where the roles of mediator could be important?

**Materials:** board

**Activity:** Read the story to the learners:

#### *We Still Have No Power Over Our Lives Here*

Catherine Philip/The Times (UK)

December 8, 2004

When I first met Illaha she was curled up on her bed, her bright eyes focused intently on the book she held close to her face. "It's a novel," she announced, flipping over the cover to show me the title, written in swirling calligraphy Dari as incomprehensible to me as to most of the friends around her. Growing up under Taliban or simple in poor, illiterate families, few Afghan girls used to learn to read and write.

Illaha had done so because she was a refugee in Iran with no restrictions in her learning. She made it as far as college with the grudging support of her family. Suddenly, a year after the Taleban fell, her farther decided that it was time for them to move back to Afghanistan. Illaha returned to her extended family in Kabul.

Ripped away from her studies she found a job with an American construction company whose managers were so impressed with her talents that they began helping her to secure a scholarship to study in Canada. Alarmed, the family patriarch began to circle. "It was my uncle's idea that I should marry my cousin," Illaha explained. "But I refused because I didn't want to get married, especially not to him. He was a butcher and not educated and I wanted to continue my studies."

Illaha was busy preparing for her move when her male relatives swooped down on her and her sister, also betrothed against her will to a cousin. They tied the girls up, locked them in a room at her uncle's house and beat them, demanding that they obey their elders. "They beat us and beat us until we bled," she says. "We had no choice but to agree to marry our cousins." But Illaha was not yet defeated. Once released, she and her sister ran away, moving into a guesthouse in the Wazir Akbar Khan district of Kabul as they made a plan to escape to Iran.

Before they could, the police arrived and arrested both of them. Illaha was taken to hospital for a virginity test so that doctors could examine her to see whether her hymen was intact. It was, so she was spared charges of adultery. But that did not save her from being sent to Kabul women's prison for running away from home. She now awaits not a

trial, but the day the authorities decide to release her. I met her there as she began her nine month behind bars with no charges against her, just the vague murmur that she is there for her own good and safety. She still dreams of going to Canada to study, but bleakly recognizes the realities of her life.

“ Women have no power over their lives in Afghanistan,” she says wistfully, sitting on her bed next to a prisoner who was locked up for alleged adultery after she tried to divorce her abusive husband.” The culture here dictates that the man decide our fate.”

Once you have read the story, divide the class into five groups:

Group 1. This group will work on the following questions:

- What was the argument about in this story?
- If you were in Illaha’s place, what would you do in order not to get into conflict and not to get into a marriage which is undesired to you?

Group 2.

- If you were in Illaha relatives’ place, what would you do differently?
- What were the problems of Illaha relatives and what was the argument?

Group 3

- If you were in Illaha’s father’s place, what would you do to make the life of your children different?
- What were Illaha’s problems and with whom did she have an argument?

Group 4

- Can you look at the story again and give the story a different ending? What will you change in the story?
- Can you suggest someone would could be the mediator in this story, and if yes, then in which moment of the story? If not, then why not?

Group 5

- Did Illaha needed a mediator and what were the steps to solving Illaha’s problem?
- Did her story have solutions or not?

Reflection statements for the student to write on:

The reflection points below give the learners opportunities to share their opinions:

- Why do we need mediation? And when we can use mediation skills? Give examples from real case stories if you know.
- How can we find out if our mediation and facilitation strategies worked ?
- What do you think about how can we use mediation skills and strategies in community issues and arguments?

## **Milestone 9**

### **Activity 4: Case Study - Girl's Life**

#### **Objective :**

- Understanding the meaning of gender, especially in health
- Understanding the problems and suggest possible ways to solve the health problems, considering facilitation and mediation skills from previous sessions

**Time:** 60 minutes (Divide the session into two parts and you can conduct within 3 sessions)

#### **Activity:**

Divide the class into the small groups of 5 members each. A volunteer in each group will read the case study. All other learners participate in the discussions and finalize the case study by identifying the gender problems and possible means of intervention using facilitation and mediation skills.

#### ***Girl's Life***

Shafiqah was born into a family of six children—four boys and two girls. She was the fourth child and the youngest girl. Her family survived by farming and selling a small amount of cash crops. Often there was not enough food to feed everybody in the family adequately. As in most families in her community, her father and brothers ate first, then she and her sister were fed, and her mother ate last. Shafiqah grew slowly, but this was considered normal.

When she was six, Shafiqah began school. But after two years, she had to stop because there wasn't enough money to send all the children to school. Her two older brothers continued, while Shafiqah and her older sister stayed home to help their mother with farming, caring for their younger brothers, and other household tasks.

By the time Shafiqah was twelve, the family was better off financially. They'd learned some new agricultural techniques and were selling more crops. Shafiqah wanted to return to school, but her father would not let her. The school was far away, and he was concerned about her traveling that distance. Also, there was only one male teacher at the school, and he did not find it appropriate that his daughter, who was nearing puberty, be taught by men. Besides, he explained to his wife, Shafiqah would be getting married soon—there was no need for her to go to school, and no need to risk her being spoiled before marriage. Her older sister, Suraya, who was 17, had already been married two years and had one child.

When Shafiqah was 15 she was married to Ahmad and went to live with his family. Within four months she was pregnant. By the time she was 18, she had three daughters. She was always tired, her health was poor, and she often felt isolated and depressed. Though she couldn't read, she had heard about family planning and suggested to Ahmad that they consider it so she could have a rest. Ahmad became furious and beat her. He pointed out

that she had not yet provided him with a son and that family planning was unnatural, anyway. Shafiqa, feeling that she had been appropriately reprimanded for her bold and presumptuous behaviour, did not bring up the subject again.

Shafiqa's health continued to deteriorate. She was treated several times at the health clinic for itchininess and discharge in her genital area. Each time, the nurses at the clinic told her that she must use condoms to prevent this sickness. They would become quite annoyed that she had not used them. But Shafiqa knew that Ahmad would refuse them. Shafiqa's fourth child was a son, and Ahmad was very pleased. He looked forward to his second and third son. Meanwhile, Shafiqa became more and more sad and tired.

### **Group work and group presentation:**

Time: 30 mins.



1. Identify the factors that contributed to Shafiqa's poor state of physical and emotional health. Be sure to think of cultural, social, economic, and political factors that affected Shafiqa throughout her life cycle.
2. Intervention: Identify the possible interventions, where you think it needs to be, and how could some skills of mediation and facilitation skills be utilized to help solve the issue?
3. Think of the case one more time, and how you would end the case, or what will you do in order to support Shafiqa to be in better conditions?

### **Summary note for facilitator**

- Facilitate the group discussion by probing them to find more detail from the story

- Encourage them to share more and give examples
- Encourage learners to identify where they can use the skills of mediation or facilitation
- Probe further, why do they need to discuss the case more in detail and in what ways is it helping learners to learn?
- Summarize the group presentation by giving feedback of how the task was performed in each groups and how the groups worked together

## **MILESTONE 10: MAKING PLANS FOR ACTIVITIES**

### **Description of the Milestone:**

In this milestone the learners will plan some simple activities. This work involves specifying priorities and analyzing activities in different ways to evaluate the necessities in a budget. These activities start with the duties/function which the learners usually do, but hadn't thought of these activities as planning (such as: planning daily activities, planning to go to wedding parties and etc.).

## Milestone 10

### Activity 1: One-Day Activity Plan

**Objective:** Learners will be able to schedule their daily activities, decide what work to do in a day and how to regulate their plan and activities.

**Materials:** Flipchart, marker

**Duration:** 45 minutes

#### Activity:

The facilitator divides the class into four groups and tells them to write down their daily activities from morning until evening individually. The facilitator draws a clock on the board and tells the learners to write your daily activities according to time as shown:

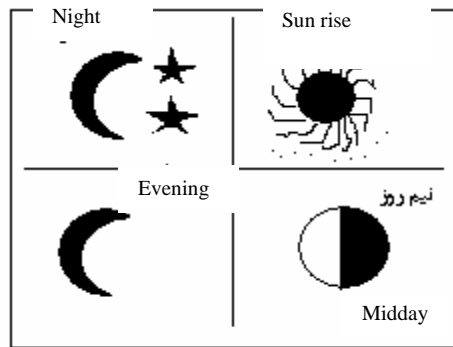


Fig1- individual work

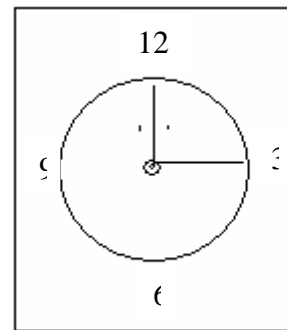
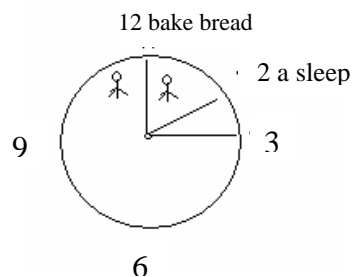


Fig -Timing of personal affairs

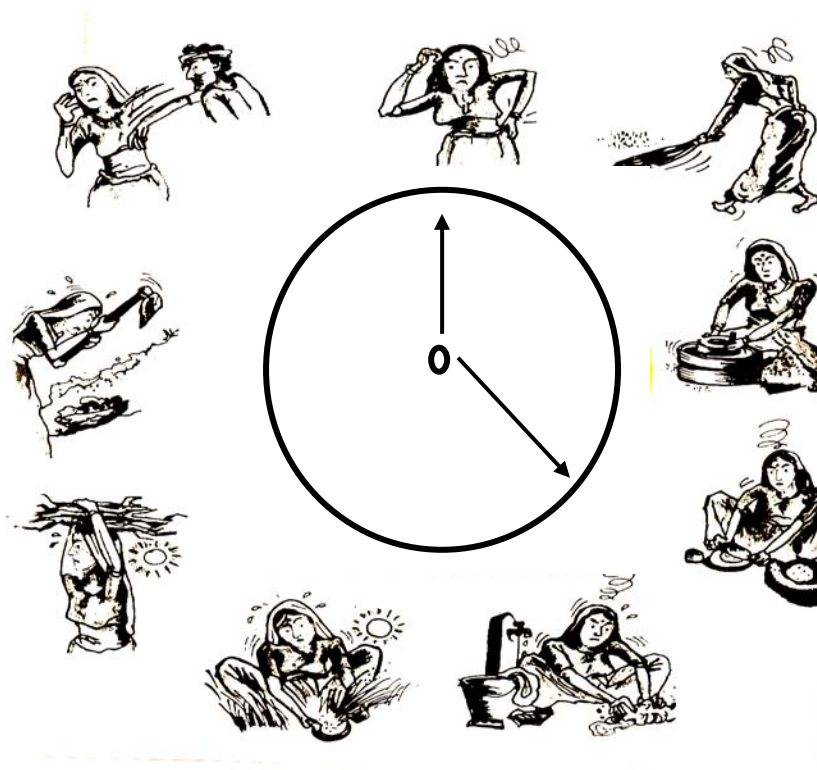
The facilitator can put pictures of women's work on the board to put on the clock:.

Example:



Learners must consider the whole 24 hrs.  
For example:

1:00	13:00
2:00	14:00
3:00	15:00 (concurrent 3pm)
4:00	16:00
5:00	17:00
6:00	18:00 (concurrent 6pm)
7:00	19:00
8:00	21:00
9:00	22:00
10:00	23:00
11:00	24:00
12:00	





## **Milestone 10**

### **Activity 2: Eid Plan**

**Objective:** Learners will have the ability to answer questions, and will develop the ability to make plans

**Material:** Notebook, pen

**Duration:** 45 minutes

#### **Activity:**

Facilitator individually asks learner to answer the following questions:

1. How many months before Eid do you begin to make plans?
2. What preparation do you make?
3. What do you cook?
4. Where do you go?
5. What do you do if your brother or son is engaged?

Each learner will answer the questions.

The facilitator will tell the learners that these questions can help us in making plans.

A plan is the design of a specific subject which has a specific aim.

For reaching our goals we have to schedule our activities according the time we have, and we have to choose some suitable ways in order to achieve our goal.

When making a plan we have to know why do we want to do it? And what do we need for performing this plan? What must we do to achieve our goal?

Example:

If it is a drought year and the land is dry, what do we do to plan for winter?

Or, if every year the land produces a lot, but this year the crops are fewer, how to make up for the shortage of crops this year?

Or: How to prepare wood, oil and rice for this year?

The facilitator listens to the answers as the learners express their ideas and experiences about how they dealt with unplanned activities and problems.

They must understand that if they have a plan for doing their daily activities they will not face as many problems and their work will continue properly if we anticipate and solve the problems before happen.

## **Milestone 10**

### **Activity 3: Five Year Plan**

**Objective:** Learners will have the ability to prepare their future five year plan, and giving priority to their financial state and their necessities

**Material:** Flip chart and marker

**Duration:** 45 minutes

#### **Activity:**

The facilitator divides the class into three groups and tells them to think about the next five years of their village, and write a plan according to their wishes and expectations (such as electricity, boy and girls schools, clinics, hospitals, training of social health workers, etc) At the end of the group work, each group presents their plan and other learners discuss the ideas and ask questions from the group.

**Note:** Facilitator can ask the young girls what they want to be in future, what their future plans are and what changes they anticipate for their future?

If the learners answer they don't know and Allah is the only one who knows what will happen in the future, the facilitator can answer, "You are right, but we also can guess about some things."

In this way, all learners individually can write their future five year plan and write their expectations and needs.

## **Milestone 10**

### **Activity 4: Pregnant Women and Suitable Food**

**Objective:** Learners will learn about the useful and suitable foods for pregnant women and also develop the ability to plan a useful and suitable food for a pregnant woman.

**Materials:** Flip chart

**Duration:** 45 minutes

#### **Activity:**

The facilitator divides the learners into four groups and instructs each group individually:

**Group 1:** If you are two months pregnant what will you eat that is suitable and useful ?

**Group 2:** If you are four months pregnant what will you eat that is suitable and useful ?

**Group 3:** If you are seven months pregnant what will you eat that is suitable and useful ?

**Group 4:** If you are nine months pregnant what will you eat that is suitable and useful ?

At the end of the group work a member of each group comes and presents their group's results, and other learners can ask questions.

#### **Extra Information for facilitator:**

It is clear that a healthy mother gives birth to a healthy baby. A mother will be healthy when she takes care of her health and eats well. A pregnant woman must eat a lot for herself and her baby's growth. Almighty Allah said in Koran verses (*Almaida*):

*Eat those things which Allah made permissible.*

Different foods are useful for a baby's growth and mother's health such as:

Milk, yogurt, cheese and others are good for bones and teeth. Meat, fish, eggs and beans strengthens muscles. Vegetables are useful for blood. Liver is better than vegetables but it is expensive. Carrots, squash, apricot and other vegetables and fruits which are red and yellow are good for eyes. Bread and rice which are our main food are good for energy of daily activities but they alone cannot keep us healthy. Fats and sugar also give us energy.

The previous verse shows that pregnant women should not avoid eating good and powerful foods. In some families, mother-in-laws, mothers and other elders stop pregnant women from eating some foods, saying because it is 'cold' or it is 'warm', and some of women avoid some foods because they think it will cause difficulties during delivery. Also, some women take amulets and stay away from funerals

It is a fact that many pregnant women and babies face a shortage of vitamins, babies can suffer from malnutrition, and also mothers can become weak and suffer from illnesses. And also some pregnant women have the habit of eating mud, etc which is dangerous for their health.

## **Milestone 10**

### **Activity 5: A Pregnant Woman's Plans For Safe Delivery**

**Objective:** Learners will know how to plan, be prepared and recognize the value/worth of a safe delivery and having a healthy baby. They will have the ability to analyze the risks of a pregnancy, and know what is important for a secure, safe delivery.

**Material:** Flip chart and marker

**Duration:** 50 minutes

#### **Activity:**

Facilitator asks learners to write down the important points of safe delivery in their notebooks then each learner reads her opinion.

Two learners read the story of Jamila and others listen to it carefully.

#### ***Jamila's Story***

Jamila just found out that she is pregnant again. This would be her seventh baby, and Farid, her last baby, was only 7 months old now. Although Jamila was very tired, and was worried about having another small baby to take care of, she knew she should be thankful for having a large family. When Jamila saw Shafiq, the midwife in her village, she told her she was pregnant again. Shafiq congratulated her, but looked worried. 'What's the matter?' Jamila asked her.

'Well, Jamila-jan, you look so tired. And you just had Farid a few months ago, and he was very small, less than 2kg when he was born. And you yourself are so thin, you must be only 40 kg. Plus, how old are you? 38 years old? These are things that mean you must be very careful during this pregnancy to take care of yourself. You have higher risks because of these things like being less than 40 kg, and having an underweight baby, and being over age 35, and especially since it is less than 2 years since your last baby. I want you to come see me every month so I can check on you. You must rest more, and eat more food, especially lots of vegetables and milk. Otherwise, this pregnancy could be very difficult and even dangerous for you. You must be careful.

And there's one more thing, Jamila-jan. I want you to be ready, just in case you start to have problems and need to go to the hospital. Have you talked with your husband about this? Please talk to him, and you should both have a plan – how will you get to the hospital? How much money will you need? If you start to have any of the symptoms we've talked about before, like a fever, or bleeding, or weakness and anemia, please don't wait – just go to the hospital so that you will be safe and your baby will be safe. You have many risks in this pregnancy, and you must be very very careful.'

- 1- Write down the steps which Jamila and her husband planned for their newborn baby, and also write down the danger signs of Jamila's pregnancy.
- 2- What are important to be prepare for a secure/safe delivery?
- 3- If you made a plan for pregnancy, which plans will you chose from this story?
- 4- What is your advice for other pregnant women?

**Additional Information for Facilitator:**

Pregnant women must prepare the following equipment before the 7<sup>th</sup> month of pregnancy:

- One or two blades/razor
- Clean scissor
- Thread
- Plastic (New & Clean)
- Clean cloths
- Detol or any antiseptic
- Soap, nail brush
- Basket for placenta, and other wastage
- Cloths for baby
- Light and sunny room
- Stored money
- Transportation
- Checking of blood group and also same blood group person who will be need in case of emergency.
- Storing some foods such as eggs, oil .... etc.

## **Milestone 10**

### **Activity 6: Monthly Income**

**Objective:** Learners will be able to make their monthly income plan

**Material:** Notebook and pen

**Duration:** 45 minutes

#### **Activity:**

Facilitator draws the form on the board and the learners copy it in their notebooks, learners fill in the form according to their monthly income and fill the extra columns with their other expenses.

The learners individually read their forms and the facilitator asks these questions from the learners:

- 1- What are the advantages of writing your monthly income in a form?
- 2- What will happen if you don't have an expenses plan according to your income?

Facilitator summarizes the topic and says 'having a regular plan for expenses according to your income is important for every family, especially the women. If your expenses do not match your income, you will face a lot of difficulties.'

<b>Name:</b> .....		<b>Date:</b> .....		
<b>Monthly income:</b> .....		<b>Member of family:</b> .....		
<b>Monthly Expenses List</b>				
		Amount	Money	Remarks
	House rent			
1	Electricity bill			
3	Dishes			
4	Flour			
5	Oil			
6	Rice			
7	Bean			
8	Sugar			
9	Tea			
10	Soap, Shampoo			
11	Vegetable			
12	Needle, Thread			
13	Daily expenses			
14	Other expenses			
15				
16	Remaining money		Total	

**Milestone 10****Activity 7: Expenses According To the Budget**

**Objective:** Learners will learn to plan their expenses according to their budget

**Material:** Activity text

**Duration:** 40 minutes

**Activity:**

1. Facilitator individually asks learner to talk about their monthly expenses, then divide the class into two groups.
2. The groups will write their monthly expenses according to their monthly budget and write it in a flip chart.
3. After 15 minutes the learners will read their ideas and share them with each other.
4. Facilitator will give the text below to the learners, to compare it with their group works.

**Text:**

Naseema is an experienced woman. She thinks how to organize a plan for the monthly expenses of her family with her husband's 3000 Af salary. Therefore, she told her husband to make a garden inside of their yard. She gives some money to her neighbor in order to bring her some vegetable seeds from the city. She grows the seeds in the garden. Now she can use the vegetables from her garden and she can save the money she spent on vegetables.

Monthly Salary 3000 Afs:

1. Flour	760 Afs
2. Oil 5kg	180 Afs
3. Rice 14kg	400 Afs
4. Fire wood 140kg	600 Afs
5. Gas 4kg	160 Afs
6. Kerosene	150 Afs
7. Tea, sugar and chocolates	180 Afs
8. Soap, shampoo	100 Afs
9. notebooks, pen etc	100 Afs
10. Fruits	200 Afs

The total expenses are 2830 Afs and 170 Afs remain for some other needs.

Facilitator asks learners to write down their monthly expenses in a table in order to improve their ability for their future plans. At the end facilitator will asks the learners, what will you do with the money you save?



## **Milestone 10**

### **Activity 8: Practical Plan**

**Objective:** Learners will learn how to solve the problems they face.

**Material:** Pen, notebook

**Duration:** 45 minutes

#### **Activity:**

The facilitator will divide the learners in groups of five to write down their problems in the village and read the health worker's plan which is below. Then let the learners to share their ideas, select the most important problem in their village, and write a suitable solution for the problem in their notebooks. At the end, one member of each group reads their plans for the solution of the problems.

#### ***Health worker's plan:***

Belqes is a health worker who thinks of women who die during childbirth. Then she decides to research and find the facts. She starts to collect the information from all houses in the village and she notes the reasons for maternal deaths as follows:

1. Anemia
2. Transportation
3. Financial problems.
4. Not taking tetanus vaccination.
5. High blood pressure.
6. Stuck placenta
7. Picking up heavy weights before and after delivery.
8. Disturbance and fear
9. Successive deliveries

At the end she made a plan with herself how to solve these problems and whom she should discuss these problems with. Then she made a chart as following:

**For the facilitator:**

<b>Practical plan to avoid maternal mortalities during delivery</b>		
<b>Steps:</b> <ul style="list-style-type: none"> <li>• Reasons of death .....</li> <li>• Investigation .....</li> <li>• Investigation area .....</li> <li>• Decision .....</li> <li>• Result .....</li> </ul>		
<b>Plan</b>	<b>Suggestions/views</b>	<b>Duration</b>
1.Meeting with families for collecting information	Searching for the reasons	First week
2.Encouraging women to go to the clinics	Studying/reading all collecting information	Two days of 2 <sup>nd</sup> week
3. Meeting with elder of tribe in the village	Sharing the information with them	3 <sup>rd</sup> week
4. Meetings with mother-in-law, mothers and etc	Meetings with mother-in-laws home by home	4 <sup>th</sup> week, 4 days. 2 – 2 hours
5. Transportation	Using donkeys, horses, mules, cars	4 <sup>th</sup> week, 2 days

Facilitator divides the learners into groups and gives them the following topics for making a practical plan.

For example:

1. If an earthquake damages your village and people lost their houses, how will you make a plan for this disaster?
2. If a flood damages or destroys the farmlands and the water dam in your village, how will you make a plan for this disaster?
3. If it is a drought year and the crops produced are less than last year, how to make up the difference and solve this problem?

**Notes:**

If Belqes cannot carry out her plan and no one listens to her, then she will go to the district and province to share her ideas with them.

**Notes for facilitator:**

The learners must write down the information while collecting it.

**For the learners:**

Practical plan to avoid maternal mortalities during delivery		
<b>Steps:</b> <ul style="list-style-type: none"> <li>• Reasons of dead .....</li> <li>• Investigation .....</li> <li>• Investigation area .....</li> <li>• Decision .....</li> <li>• Result .....</li> </ul>		
Plan	Suggestion	Duration



**For the learners:**

Practical plan to avoid maternal mortalities during delivery		
<b>Steps:</b> <ul style="list-style-type: none"> <li>• Reasons of dead .....</li> <li>• Investigation .....</li> <li>• Investigation area .....</li> <li>• Decision .....</li> <li>• Result .....</li> </ul>		
Plan	Suggestion	Duration



**For the learners:**

Practical plan to avoid mothers mortalities during delivery		
<b>Steps:</b> <ul style="list-style-type: none"> <li>• Reasons of dead .....</li> <li>• Investigation .....</li> <li>• Investigation area .....</li> <li>• Decision .....</li> <li>• Result .....</li> </ul>		
Plan	Suggestion	Duration



**For the learners:**

Practical plan to avoid maternal mortalities during delivery		
<b>Steps:</b> <ul style="list-style-type: none"> <li>• Reasons of dead .....</li> <li>• Investigation .....</li> <li>• Investigation area .....</li> <li>• Decision .....</li> <li>• Result .....</li> </ul>		
Plan	Suggestion	Duration



## Milestone 10

### Activity 9: Wedding Party I

**Objective:** Learners will learn how to plan their son or daughter's wedding parties.

**Material:** Flip chart and marker

**Duration:** 45 minutes

#### Activity:

The facilitator divides the class into four groups. Groups A and B will write down how to plan their daughter's wedding party. And groups C and D will write down on how to plan their son's wedding party.

For example:

- How many months before wedding do you begin to make plans?
- How many people and whom do you invite to the party?
- How much oil, rice, flour, meat and vegetable do you buy for the party?
- How do you select the place for wedding?
- Who writes the wedding cards?
- How do you specify the wedding date?
- Is there difference between sons and daughters wedding in your culture? If yes specify them?

At the end of the group work, each group presents their ideas and other learners discuss the ideas and ask questions.

#### *A Wedding Day Story*

Finally the wedding day comes. But ...

The guests came before the relatives and took the seats. Instead of 550 guests, 1500 guests came. Many guests did not eat lunch and got angry. Another interesting situation was that the groom did not have new shoes and the flowers which were planned for the bride was not ready due to shopkeeper's problem. The guests got angry and said, 'They did not plan the wedding well.' The groom and bride also got upset, and they went home.

The facilitator will ask:

- What do you learn from this story?
- What will happen if we do not make a plan for the wedding parties, ceremonies, invitations and etc?
- What will you do if the restricted customs will be imposed on you?
- If you were in the groom's family's place, how would you plan the wedding party?





**Milestone 10**

**Activity 10: Wedding Party II**

**Activity:**

One learner reads the story and others listen to it carefully, and find the mistakes:

There is a family living in our village and they greatly respect each other. Ahmad Khan, Mahmood Khan and Sharif Khan are brothers. Ahmad Khan is the eldest. He decided to engage his nephew and niece, Sharif's son and Mahmood's daughter, and he asked both for their engagement. After six months they decided on the wedding party. Ahmad Khan discussed the wedding party with his brothers. They decided to invite 500 people from their relatives and friends. The groom and bride added 50 persons from their friends, they also specified the wedding location and wrote the wedding cards. Everyone took responsibilities, bringing enough rice, flour, oil according to the number of their guests.....

## **EVALUATION ACTIVITIES COMMUNICATION MILESTONE 10:**

### **Evaluation 1:**

If a woman is two months pregnant, what plans must she have for her delivery?

The learners will write and read their plans individually.

### **Evaluation 2:**

The learners will individually estimate their monthly expenses according to their monthly income.

### **Evaluation 3:**

Each learner individually pretends she has a big wedding party, and they must tell how they will plan for it.